



# THE CONTRIBUTION OF PART OF SPEECH AND SYNTACTICAL KNOWLEDGE TOWARD STUDENTS' ABILITY OF WRITING NARRATIVE ESSAY AT THE ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

## A THESIS

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In English Education



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## TRANSLITERATION GUIDELINES

### 1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

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## 2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

## 3. Short Vowel

Fathah is written *a*, for instance **شريعة** (*Syari'ah*), Kasrah is written *i*, for instance **الجبالي** (*al-Jibali*) and *dhommah* is written *u*, for instance **ظلوما** (*zhuluman*).

## 4. Double Vowel

**او** is written *aw*, **و** is written *uw*, **اي** is written *ay*, and **ياي** is written *i*.

## 5. Ta' Marbuthah

The stopped Ta' Marbuthat in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: **الميتة**

## 6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*'Abdullah*).

## 7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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## ABSTRACT

**Husnil Fadhli Syafii, (2019): The Contribution of Part of Speech and Syntactical Knowledge toward Students' Ability of Writing Narrative Essay at The English Education Department of Uin Suska Riau.**

This research aimed at investigating the contribution of part of speech knowledge toward students' ability of writing narrative essay, investigating the contribution of syntactical comprehension toward students' ability of writing narrative essay and investigating the contribution of part of speech knowledge and syntactical comprehension toward students' ability of writing narrative essay at the English education department of UIN Suska Riau. This research was a correctional research. The subjects of this research were the second-year students, the sample of this research were 75 students which was obtained in three classes randomized from five classes that was found using total random sampling technique at English Education Department of UIN SUSKA Riau (2018-2019). The object of this research was the contribution of part of speech knowledge and syntactical comprehension toward students' ability of writing narrative essay. The data were collected by using multiple choice-test and writing-test. The data was analyzed by using multiple regression technique using SPSS 24 program. Based on data analysis, the writer concluded that there was the contribution of part of speech knowledge and syntactical comprehension toward students' ability of writing narrative essay. It was considered from Sig. (2-tailed) = 0.00 that was lower than  $\alpha$  (0.05). It means that  $H_a$  was accepted and  $H_o$  was rejected. It means that, there was the contribution of part of speech knowledge and syntactical comprehension toward students' ability of writing narrative essay at the English Education Department of UIN Suska Riau.

**Keywords: Part of Speech Knowledge, Syntactical Comprehension and Writing Ability**



## ملخص

حسن الفضل شافعي، (2019): مساهمة معرفة فئة الكلمات والجمل على قدرة فهم الطلاب في كتابة المقالات السردية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الاسلامية الحكومية برياو

يهدف هذا البحث إلى التحقيق مساهمة معرفة فئة الكلمات على قدرة فهم الطلاب في كتابة المقالات السردية، والتحقيق مساهمة فهم الكلمات على قدرة الطلاب في كتابة المقالات السردية والتحقيق مساهمة معرفة فئة الكلمة وفهم الجمل في قدرة الطلاب في كتابة المقالات السردية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الاسلامية الحكومية برياو. هذا البحث هو بحث ارتباطي. وأفراد هذا البحث طلاب السنة الثانية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الاسلامية الحكومية برياو. وعينة البحث هي 75 طلبة اختياريهم عشوائيًا من 5 فصول باستخدام تقنية جمع العينات العشوائية. موضوع من هذا البحث هو مساهمة معرفة فئة الكلمات وفهم الجمل على قدرة الطلاب في كتابة المقالات السردية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الاسلامية الحكومية برياو. وطريقة جمع البيانات في هذا البحث باستخدام الاختيار من متعدد واختبار على الكتابة. وتحليل البيانات التي تم الحصول عليها باستخدام تقنيات الانحدار المتعددة بمساعدة تطبيق SPSS. 24. بناءً على تحليل البيانات، خلص الباحث إلى أن هناك مساهمة من معرفة فئة الكلمات وفهم الجمل على قدرة الطلاب في كتابة المقالات السردية. وجد الباحث قيمة سيج. (2-الذيل) = 0.00. يوضح هذه القيمة أقل من قيمة  $\alpha$  (0,05) يشير إلى أن  $H_a$  مقلول و  $H_o$  مردود ما يثبت أن هناك مساهمة من معرفة فئة الكلمات وفهم الجمل على قدرة الطلاب في كتابة المقالات السردية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الاسلامية الحكومية برياو.

الكلمات الاساسية: معرفة فئة الكلمة، مفهوم الجملة، وقدرة على الكتابة.

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## ABSTRAK

**Husnil Fadhli Syafii, (2019): Kontribusi Dari Pengetahuan Kelas Kata dan Pemahaman Kalimat terhadap Kemampuan Mahasiswa Didalam Menulis Essai Narrative di Jurusan Pendidikan Bahasa Inggris Uin Suska Riau.**

penelitian ini bertujuan untuk menginvestigasi kontribusi dari pengetahuan kelas kata terhadap kemampuan mahasiswa didalam menulis essai narrative, menginvestigasi kontribusi pemahaman kalimat terhadap kemampuan mahasiswa didalam menulis essai narrative dan menginvestigasi kontribusi dari pengetahuan kelas kata dan pemahaman kalimat terhadap kemampuan mahasiswa didalam menulis essai narrative di jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Penelitian ini adalah penelitian korelasi. Subjek dari penelitian ini adalah mahasiswa tahun kedua di jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Sampel dari penelitian ini adalah sebanyak 75 mahasiswa yang di pilih secara acak dari 5 kelas yang dipilih dengan menggunakan Teknik total random sampling. Objek dari penelitian ini adalah kontribusi dari pengetahuan kelas kata dan pemahaman kalimat terhadap kemampuan mahasiswa didalam menulis essai narrative di jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Pengumpulan data didalam penelitian ini menggunakan pilihan ganda (multiple-choice) dan tes menulis. Data yg didapat dianalisis dengan menggunakan Teknik multiple regression dengan bantuan aplikasi SPSS 24. Berdasarkan analisis data, peneliti menyimpulkan bahwa ada kontribusi dari pengetahuan kelas kata dan pemahaman kalimat terhadap kemampuan mahasiswa didalam menulis essai narrative. Peneliti menemukan nilai dari Sig. (2-tailed) = 0.00. Ini menunjukkan nilai yang lebih rendah dari pada nilai  $\alpha$  (0.05). Hal ini mengindikasikan bahwa  $H_a$  telah diterima dan  $H_o$  telah ditolak dan ini membuktikan bahwa bahwa terdapat kontribusi dari pengetahuan kelas kata dan pemahaman kalimat terhadap kemampuan mahasiswa didalam menulis essai narrative di jurusan Pendidikan Bahasa Inggris UIN Suska Riau.

**Kata Kunci: Pengetahuan Kelas Kata, Pemahaman Kalimat dan Kemampuan Menulis.**

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## CHAPTER I INTRODUCTION

### A. Background of the study

Language is the important means of communication. It turns into the most vital instrument to help the human improvement on the grounds that the advancement of people is crossed over by the correspondence. Furthermore, dialect and the capacity to utilize it clearly give man the devices he needs to end up human. Without communication, it is inconceivable for people to develop their improvement in numerous segments. communication is fundamentally started by the dialect or language. Nowadays, language progresses toward becoming as the principle need in human life. Language is a tool supporting the main purposes of human language and communication (Payne, 2006, p. 1).

English is categorized as an important language right now, because it plays as an international language. Most of countries in the world use English as a second language. It is different from Indonesia where English is still used as a foreign language. That does not discourage Indonesian people to learn English starting from elementary school until college. It is still observed as a need and the most essential of the outside dialects to be instructed (Lauder, 2008, p. 3).

Writing is one of the skills that should be learned by English students. To graduate from a university, students should write a research project based on their interests. It is a good way to express ideas and

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opinions in the written language. Writing is a product that can involve the writer and reader in such good written communication. Olshtain stated that writing is an act of communication which happens between the writer and readers via a writing (in Celce and Murcia 2001 p. 207). It is agreeable to share our ideas and opinions academically with writing to others. Lane stated that the writing process consists of some formats (Lane and Ellen, 1993). There are seven steps that should be taken by the language learners as the process of writing such as selecting a suitable topic, gathering information, prewriting, writing the draft, sharing the draft, amending the composition, and editing the final draft. The writer and readers can be associated through a writing. Therefore, the writing is a much needed skill for human to do good communication and interaction to others.

Writing is not as easy as we think. There are many aspects that we should pay attention to write something. We cannot write anything when we do not know what we will write, and we cannot write when we do not know how to write. As Saddler said that to comprehend the writing is not excessively simple. Because it requires language learners to learn and practice as to increase writing skill (in Westwood 2008 p. 57). Everyone has to comprehend about syntax and part of speech to support the writing. Hughey, et al stated that “writing allows for higher levels of abstraction; more complex ideas that can be presented in written form because writing can be read over and over again” (Hughey, 1983, pp. 5-6). Payne and



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Weber also said that the essentialness of part of speech has now and again been tended to in discoursed of what should be joined into a syntactic portrayal of a language (Weber, 2006 p.133).

Writing is a productive language skill. According to Pilar Maria said that “writing and speaking are both productive skills”(P. Maria Agustin Llach, 2011). It means that writing is the tool that will produce a product which can be communication between writer and readers. Based on Saddler’s idea that it is a rigid opinion to say that writing is not excessively simple (in Westwood, 2008, p. 57). To know and to comprehend the writing require a diligent work for figure something that can be composed into a composition. With regards to composing, there are many interrelated segments that ought to be comprehended by understudies as scholars since composing is a perplexing demonstration. Sturm and Koppenhaver (2000) also said that forming for writing includes a mindboggling feeling that must incorporate different segments including the subject or topic (in Westwood 2008 p. 56), selection of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.

In Indonesia, one of the the important aspects in learning English is academic achievement because it shows about the students’ ability in learning English. Their academic achievement reveals the degree to which an individual has achieved explicit objectives that were the focal point of exercises. On the other hand, brown et al (1989) said about academic

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achievement is the final appraising of understudies controlled by teacher through point framework, communicated by a letter review (Jhaish, 2010). To achieve the good achievement is hard. Most of the students have many problems in learning process that make them fail to get good results at the end of their study. These phenomena happen do to their attitudes in learning English such as being passive and unconfident students while the class. Besides, they are not creative and innovative in learning proces.

Narrative paragraph is one of the various paragraphs that is always learned at schools and colleges. Narrative paragraphs tell a story or relays a sequence of events. Simon and schuter said that narrative paragraphs fiction and genuine give a record of one or more experiences, it tells thoughts or experiences of the creator (Simon and schuter, 1994 p.321). however, narrative paragraphs regularly recounts a story so as to delineate or exhibit a point. Therefore, developing a solid topic sentence is very crucial. In narrative paragraphs, word classes is also viewed as part of speech of English as listed below: verb, noun, adjective and adverb. Simon and Masini inform that among these, a champion among the most obvious is the issue of word classes—similarly called 'parts of speech', 'lexical characterizations' or 'syntactic classes' (Simone and Masini, 2014). Most of the students always get problems when they start to write narative paragraphs. They cannot develop their ideas and mastermind them to be effective sentences in the narrative paragraphs.

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At the English Education Department of UIN Suska Riau, Writing course is offered at the second semester as Paragraph Writing. There are 3 levels of writing courses (8 credit hours) that the students should learn for the whole of their learning periode here: Paragraph Writing (2 credit hours) is offered at the second semester, Essay Writing (2 credit hours) is offered at the third semester, and Academic Writing (4 credit hours) is offered at the fourth semester.

Based on the preliminary observation conducted at the English Education Department of UIN SUSKA Riau, the writer found that students have learned many subjects to support their writing, such as structure 1 and 2 to learn grammar in English, applied grammar, syntax, morphology and ect. The problems happened do to their clumsiness toward the Writing course itself. This is the first time they study how to write in English. they were not taught how to write well and organizedly in English course at their High Schools before, therefore, they think that Writing course is one of the most hard courses they study at this Department. Besides, they also informed that they just studied English in general at their former High Schools without specifically separated among all four English language skills. Thus, when they learned English at the English Education Department, willy-nilly they should learn English in depth and specifically based on the language skills and other academic requirements.

This condition makes them encounter problems in writing English. They learn all four English language skills—listening, speaking, reading,



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and writing at once indepth and specifically. Writing skill is the most hard course for them. Writing in English requires a lot of time and energy of the language learners as to be familiar to writing. Pertaining to this phenomenon, Sadller (2004) also pointed out wisely that a good writing is not just a diligent work, but also in addition an amazingly intricate and testing mental assignment (Westwood, 2008, p. 57). Saddler's idea related to writing reminds us that it is true that writing is not an easy job for most foreign language learners . To comprehend and understand writing need a diligent work and mental readinees to help a person to take a part in the world of writing.

Writing academically in English should comprehend very much part of speech and syntaxes. This statement is also stated by Kim and Sells that "Scientific and academic writing, for instance, may be complex not just in the ideas they convey, but also in their syntax and part of speech (Jong-Bok Kim and Pater sells. 2007, p.96). Meaning that, writing academicaly does not need good ideas of the writer only, but also knowing part of speech and syntax are the important points to support students' writing ability. KKNI based curriculum used by UIN SUSKA RIAU requires every single student to write a research project at the end of his study in order to complete his final academic requirement to get the bachelor degree in English education.

English syntax is related grammatical structures that should be understood and comprehended by writer students. It is one of the

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important elements in the world of academic writing. Syntax is the structure of words and phrases to write sentences and the way to express ideas and interest creatively and write interest. According to Sidney and Gerald grammar is viewed as the the arrangement of guidelines that enable us to join words in our language into bigger units, another term for grammar in this sense is syntax (Sidney and Gerald, 2002). Syntax is the important element that should be comprehended comprehensively by students who want to write in English academically. Upgrading students' knowledge on syntax of English is the main objective of teaching English stuctures in order to make college students able to employ the grammatical structures of English in a methodical and logical way (Jong-Bok Kim and pater sells. 2007).

On the other hand, part of speech is also viewed as part of speech of English labeled as verb, noun, adjective and adverb. Simone and Masini inform that among these, a champion among the most obvious is the issue of word classes—similarly called 'parts of speech', 'lexical characterizations' or 'syntactic classes' (Simone and Masini, 2014). Part of speech is the basic element that should be comprehended by students. when the students do not know about part of speech such as, pronoun, noun, adjective, verb, adverb, preposition, conjunction, interjection, and article, it can be assumed that they do not have the basic knowledge to write in English. Consequently, they will never be able to write the correct English grammatically.



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In the preliminary study conducted by the writer by interviewing the writing lecturers at the English Education Department of UIN SUSKA, some crucial information were found namely: 1) has taught writing by using various techniques. 2) the lecturer required every student to write a summary based on the materials assigned as a home assignment individually. 3) every single student was required to present his own summary in a classroom oral presentation. 4) the lecturer listened to the student presentation carefully in order to get to know the student's proficiency in using oral communication—pronunciation, derivational words, grammatical orders, and other linguistic components. 5) every student was commented and revised by the lecturer on errors and mistakes he produced in his classroom presentation at the end of the class. 6) students were provided with the writing excercises at the following meeting.

However, This hapened may be influenced by the low of their writing ability. In other words, most of students do not know how to use correct part of speech and syntaxes to write good paragraphs—essay in English. These complexities made them unable to write a good English writing—essay. Actually they have many ideas to write but it seems to the writer that they do not have enough knowledge of how to employ word classes of English and syntaxes.

After conducting the preliminary study, the writer found some phenomena as follows:



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1. Most of students are willing to write in English—the essay, but they are not able to use the grammar correctly.
2. Most of students are not able to use part of speech of English properly
3. Most of students are not able to construct the correct English sentences.

Based on the phenomena above, it is clear that most of the students encounter problems in the process of writing, especially in writing narrative essay. The students always find many problems such as ignorance of vocabulary, the intricacies in using part of speech, ability of constructing the correct sentences, using grammar, and other linguistic conventions concerning with the process of writing. Based on the problems depicted above, the writer is interested in conducting a research in other to know whether the students' part of speech knowledge and syntactical knowledge are contributing their own skills in writing narrative paragraphs. So, the research that will be conducted is entitled **“The Contribution of Part of Speech and Syntactical Knowledge toward Students' Ability of Writing Narrative Essay at The English Education Department of Uin Suska Riau”**.





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## B. The Problem

### 1. Identification of the problem

Based on problems stated above, the writer tries to identify some interrelated problems bellow:

1. How is students part of speech knowledge in writing?
2. How is students syntaxes knowledge in writing?
3. How is students' ability to construct the correct sentences in writing narrative essay in English?
4. How is students' ability in writing narrative essay?
5. Is there any significant contribution of part of speech knowledge toward students' ability in writing narrative essay?
6. Is there any significant contribution of syntactical knowledge toward students' ability in writing narrative essay?
7. Is there any significant contribution of part of speech knowledge and syntactical knowledge toward students' ability in writing narrative essay?

### 2. Limitation of the problem

Based on the identification of the problems, it is clear that there are many problems in this research. However, in this research paper, the writer focuses his research on the contribution of part of speech knowledge and syntactical knowledge toward students' ability of

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writing narrative essay at The English Education Department of Uin Suska Riau.

### **3. Research questions**

Based on the limitation of the problems stated above, thus, the problems of this research can be formulated in the following research questions:

1. Is there any significant contribution of part of speech knowledge toward students' ability of writing narrative essay at the English Education Department of Uin Suska Riau?
2. Is there any significant contribution of syntactical knowledge toward students' ability of writing narrative essay at the English Education Department of Uin Suska Riau?
3. Is there any significant contribution of part of speech knowledge and syntactical knowledge toward students' ability of writing narrative essay at English Education Department of Uin Suska Riau?

### **C. Objective and Significance of the Study**

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## **1. Objective of the Study**

The objectives of this research are as follows:

1. To find out the contribution of part of speech knowledge toward students' ability of writing narrative essay at the English Education Department?
2. To find out the contribution of syntactical knowledge toward students' ability of writing narrative essay at the English Education Department?
3. To find out the contribution of part of speech knowledge and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department?

## **4. Significance of the Research**

- a. Hopefully this research is able to benefit the writer as a novice writer, especially in learning how to conduct a research.
- b. The research findings are also hopefully useful and valuable, especially for the second year students of the English English Education Department of State Islamic University of Suska Riau.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language or second language and for those who are concerned in the world of teaching and learning.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching.

#### **D. Definitions of the Terms**

There were some terms involved in this research, thus to avoid misunderstanding and misinterpreting toward the terms used in this research, the following terms were defined as follows:

##### **Correlation**

According to Lodico et.al he stated that correlational research is to quantify two or more variables and analyze whether there are connections, relationships or contributions among the variables (Lodico et.al 2006. P.214). However, in this research, correlation refers to find out the contribution of X1 and X2. X1 refers to part of speech knowledge and X2 refers to syntactical knowledge. Both of them will be measured in students' ability of writing narrative essay at the second year of the English Education Department of UIN Suska Riau.

##### **Part of speech knowledge**

According to Richards et.al said that the most common word classes are the parts of speech: pronoun, noun, adjective, verb, adverb, preposition, conjunction, interjection, and article (Richards et.al 1992 p. 407). In this research, part of speech knowledge is one of variables which will be



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correlated to students' ability of writing narrative essay at the second year of the English Education Department of UIN Suska Riau.

### **Syntactical knowledge**

According to Greenbaum and Nelson said that grammar is the the arrangement of guidelines that enable us to join words in our language into bigger units, another term for grammar in this sense is syntax (G. Sidney and N Gerald, 2002). In this research, writer will find out the contribution of syntactical knowledge and students' ability of writing narrative essay at the second year of the English Education Department of UIN Suska Riau.

### **Writing**

According to Nation stated that Writing is an activity that can usefully be prepared by working the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use (Nation, 2009, p.113). In this research, writing refers to the writing ability in narrative essay of the second year students of English Education Department of UIN SUSKA Riau.

### **Narrative essay**



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According to Crystal, narrative is a recapitulation of past experience to tell the events (real or fictions) (Crystal, 2008, p. 320). Narrative essay is story telling. Whether it tells a true story or fiction, narrative essay gives an account of one or more experiences (Syafi'i S., Ansyari, & Kasdi, 2007, p. 53). In this research, researcher means that narrative essay is an essay which consists of several paragraphs telling about the past events.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Writing

Writing is important in our life. It is one of four language skills. We cannot avoid writing in our life. It can be facilities for communication. We can transmit information to everyone by written language. In other words, writing can make short distance among writers and readers. Nunan said that writing can transfer the message from writers to readers (Nunan, 1989 p. 2). It is clear that writing is important to support our communication to other. According to Raimes, writing can help everyone in reinforce the aspects in language such as: grammatical structures, idioms, vocabulary, part of speech (Raimes, 1983). Writing is the process. In line with this idea, Hughey states that writing does not just happen. It involves our intense participation, engagement, even immersion in the process (Hughey, et al., 1983, p.6) writing cannot be produced without process because is not a spontaneous product. So, writing is not the easy skills that can written without process.

Westwood says that writing is a complex skill involving multiple processes (Westwood, 2008, p. 58). A writer needs to have skills that support writing. Because in writing needs many more skills to be good writing. In writing should be mastered by everyone because if someone does not understand and know how to write, they will not

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be able to express their ideas in written language. To master writing is not an easy job because writing is supposed as an extremely complex cognitive activity. According to Bell and Burnaby in David Nunan, writing is supposed as an extremely complex cognitive activity because writing requires many aspects (vocabulary, punctuation, spelling, letter formation and so forth) that should be contained in a writing (Nunan, 1989. P. 36) The other words, Syafi'i said that writing also requires a writer to know the audience, tone and purpose of writing (syafi'i, 2007). All statement stated by expert above are different stated that writing has many aspects that is influence the process of writing. Then, the complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will indicate different difficulties.

Many kinds of writing will deliver many purposes too because different kinds of writing will extend different benefit. Many things will make writers challenged. a fraction of writers does not get many difficulties in writing because they know and understand the pattern of writing. writers should practice themselves to write. According to Brown, Kritine and Susan Hood, writers need to practice much in order to get benefit, even the writing is done in short time or only for themselves (Brown, Kitrine and hood, 1989. P. 6).



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Besides, writing is not only as a process, but also as a product. In line with this idea, Wallace states that “writing is the final product of several separate acts that are hugely challenging to learn simultaneously (Wallace, et al., 2004, p. 15).” In other words, writing is the result of the activities that have been done by the writer. Nunan also states that writing as a process and as a product (Nunan, 1991, p. 86). The process of writing means an action to gather ideas which will be presented to the readers. In other side, writing as a product means that the final pieces of writing such as a book, has grown out of many steps which make up the process (Linse, 2005, p. 98). It is clear that writing cannot be separated from the terms of process and product, because the writers have to pass the process of writing itself in order to produce the product.

Furthermore, writing is also a means of reinforcing other language skills. Writer gather information by reading, observing, talking with others, evaluating data (Hughey, et al., 1983, p. 6). The writer should have information as much as possible. Most of the writer’s, reading can be made as references for supporting ideas stated in his writing. Good writers are usually good reader (William, 2003, p. 165). Writing cannot be separated from other skills and a writer should comprehend those skills, for instance, collecting and looking for information about the issue or topic that writer wants to write about. In



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other words, a writer needs to gather ideas which will be presented to the readers. Briefly, it can be stated that writing is a process.

**a. The Purpose of Writing**

Purpose of writing is important in all of activities. Writing activity has many purposes. Reid has stated that writing has purposes (Reid, 1988. P. 23):

1. To explain or educate,
2. To entertain or amuse, and
3. To persuade or convince

Regarding above statement, Raimes also mentioned that purpose of writing (Raimes, 1983)

1. To communicate with readers,
2. To express ideas without pressure of face to face communication,
3. To explore subjects, and
4. To record experiences.

Besides, Raimes mentioned the purposes of writing above, coffin also states that writing has several purposes:

1. As assessment
2. As a facility to critical thinking, understanding and memory
3. To extend students' learning beyond lectures and other formal meetings



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4. To increase students' communication skill
5. To train students as future professionalism particular disciplines

Based on the ideas above, it can be concluded that there are various aims in writing. The purpose of writing between a writer to the other writer will be different, it depends on what writer wants to write.

**b. Components of Writing**

Writing is an activity necessitate many components. In accomplish writing activity, writers should know and comprehend the components of writing. When a writing has full contains of components of writing, it will be better. According to Raimes classifies the aspects of writing. Those are (Raimes, 1983, p. 6):

**1. Syntax**

A writer should know about how to construct sentence structure.

**2. Content**

A writer has to pay attention to the relevance, clarity, originality, and logic of writing.

**3. Grammar**

James stated that grammar is about how words fit together in pattern to communicate meaning (Williams, 2003, p. 171). It is very important for a writer because



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grammar is the tool to organize words becomes a meaningful sentence. In grammar, a writer has to know rules of verbs, article, pronoun, etc.

#### 4. Mechanics

It contains about handwriting, spelling, punctuation, etc.

#### 5. Organization

In this part, a writer is required to know about cohesion and unity.

#### 6. Word choice

A writer should know the way to apply vocabulary, idiom, and tone in writing.

#### 7. Purpose

Purpose is used to determine the aim of the writing in the future.

#### 8. Audience

Knowing the audience is important because it will make a writer know more about what has to be written

#### 9. The writers' process

A writer should be aware of how to get ideas, writes drafts, and revises.

Based on the components above, it is clear that there are a lot of components which have to be provided by a writer in process of writing. a writer needs to notice all of components in order that





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the readers can get the message clearly and easily. and then, to make smoother and more sophisticated in writing, there are some kinds aspects that writer should know, they are:

- a. *Coherence devices* can be achieved by using one or more of the following:
  - a. The use of pronouns,
  - b. The repetition of key words and phrases, and
  - c. Transitional words and phrases.
- b. *Transitions* or sometimes called *connectors*. There are some functions, they are:
  - a. To signal relationship in time, using chronological transitions.
  - b. To signal relationship in space, using spatial transitions.
  - c. To signal that what follows is similar to what precedes, using comparison transitions.
  - d. To signal a contradiction or contrast, using contrast transitions.
  - e. To signal that what follows is an illustration or example, using middle paragraph transitions.
  - f. To signal that what follows is a result, using cause-effect transitions.



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- g. To signal that what follows is additional, using middle paragraph transitions.
- h. For concession, using counterargument transitions, and
- i. To signal that what follows is a summary, using conclusion transitions.

**c. Types of Writing**

A writer should know the types of writing helps a writer to reach the purpose of writing conveyed. According to Horn, different types of writing required different purposes (Horn, 1977. P. 6). It is clear statement that different types of writing will need different action because different types of writing will have different purposes. Related to the types of writing, Kane stated the various effects a writer may wish to have on his or her readers to inform, to persuade to entertain- result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description or narration (Kane, 2000, p. 6).

Furthermore, Kane states that there are some kinds of writing, they are:

**1. Exposition**

It is a kind of writing which reveals what a particular mind thinks or knows or believes, and it is constructed



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logically. Exposition is used to argue a case for or against a particular position or point of view (Anon., 1998, p. 77).

2. Description

Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions (Kane, 2000, p. 7).

Descriptive paragraph is used to tell how something looks, sounds, feels, tastes, or smells. In describing something, the writer should arrange their sentences in order to provide details in which can reflect the objects being described. In writing descriptive paragraph, writer/s should know the generic structure and language future of descriptive paragraph itself. There are two generic structure of descriptive paragraph need to know writer, the first is identification that identifies the phenomena and the second is description that describe the parts, the quality, and the characteristic of the phenomenon

3. Narration

Narration is a story; it is a series related story. It constructs a pattern of event with a problematic and unexpected outcome that entertains and instructs the



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reader or listeners. According to Knapp and Watkins it is one of the most commonly read (Knapp & Watkins, 2005, p. 220).

4. Persuasion

It is a kind of writing which asks the readers to change their belief or thought. It is usually about controversial topics and often appeals to reason in form of argument, offering evidence or logical proof.

**d. Process of Writing**

Talking about writing is a processing and producing a written form. It is sure that producing a product (written form) will require process. According to Arlov, writing consist of five processes that conducting a product, The writing processes that Arlov stated are (Arlov, 2004, p. 4):

a. Prewriting

Before starting to write, it is important to prepare everything that we want to write. Prewriting is thinking before writing, related to generate the idea and put down the idea on the paper after choosing the topic. There are some techniques of prewriting, such as brainstorming, listing, free writing, and clustering. Writer can choose the appropriate technique to generate





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the idea. It is the process to get ideas, in this stage, a writer makes an illustration on his/her mind about what the writer wants to write.

b. Planning

In this stage, writer starts to organize the idea that writer has been generated into outline. Writer should make a planning of paragraph before writing to make sure that all of ideas will fit. It is important to do in order to what the writer writes is not out of topic that means stay unity and coherence. There are some advantages of planning or outlining:

- a. Help writer to organize the ideas. It will make the writer sure, not include any irrelevant ideas
- b. Help to write quickly. The writers do not need to spend a long time to write what they want to say to the reader because they have generated and organized the idea before.
- c. The writes do not worry about what they are going to say because they have already had a well-organized pan to follow. It is the process to find the main idea which will lead the writer in the further process of writing.



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c. Drafting

Drafting is the main process of writing. In this stage, a writer arranges the sentences and makes them into a paragraph draft.

d. Revising

In this stage, writer starts to write after doing two stages above. The writer has to write and then revise a draft before producing a final copy to hand in. Revising is an essential part in writing process because writing is never perfect only at the first time. If the writer has finished the first draft, it is possible that she/he would have found a mistake when she/he read the writing. Therefore, the writer definitely needs to revise and improve his/her writing.

In this step a writer does some correction of paragraph that has been arranged in the previous step.

e. Proofreading

In this step a writer ends up his/her writing. A writer will know the result of his/her writing. Stephen Bailey says that proofreading can prevent confusion and misunderstanding of a writer work (Bailey, 2004, p. 48). All of the aspects in writing can be seen by the writer in this step. In other words, spelling, grammar,

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word choice, content, etc. are clearly observed. Writers will be ready to write the final copy to hand in after they do the previous stages and be sure that all correction from the teacher or the fellow students has been corrected. But actually, there is no possibility that the writer will find a mistake when they read again because writing is a process to write. The writer always needs improvement when she/he reads again and again the writing product.

In order to write well, the writers or students have to follow those stages above. Because writing involves writing and revising, a writer has to improve their ability in writing and revising. Therefore, there are some tips to review and improve written work:

- a. Up-grade your vocabulary
- b. Understand your Problems and weaknesses
- c. Listen to your writing
- d. Check Spelling in Reverse
- e. Find a friend: peer review

In the other word, Lane also said that the process of writing in the other stages. The writing process consist of seven stages. They are choosing a writing topic, gathering information, prewriting, writing the draft, sharing the draft, revising the writing,

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and proofreading the final draft (Lane, Janet, and Ellen Lange, 1993, p.23-24)

After we presented about the process above, it is true that a writer needs long time to finish their writing. there are many stages that need to know in writing process, such as prewriting, planning, drafting, revising, proofreading to produce a good writing product. A writer cannot write at once. Briefly, to make a writing successful, a writer needs to take a process because the essential writing is process.

**e. Teaching Writing**

Writing is one of the activities to share the idea that is used in communication. It is not an easy activity, especially in teaching learning process. It is important to make sure that learners are getting a good range of opportunities for learning. So that, according to Nation, there are four principles that are used to evaluate teaching and learning activities in order to make the students easier to write (Nation, 2009, p.93).

**1. Meaning-focused Input**

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write.





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## 2. Meaning-focused Output

Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent in writing provides useful practice for these elements.

## 3. Language-focused Learning

It is related to activities in teaching and learning process both learners and teacher. The learners should know about the parts of the writing process and should have the strategy for dealing with parts of the writing process. Meanwhile, the teacher should provide and arrange for feedback that encourages and improves writing ability.

## 4. Fluency Development

Learners should increase their writing speed, so that they can write very simple material at a reasonable speed.

According to Oshima and Hogue, in the process of writing, writer also should pay attention to three essential parts before writing a paragraph or an essay (Oshima and Hogue, 1998):

- a. Audience is the people who will read what a writer has written.

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- b. Tone is a writers' style or manner of expression that is related to choose of words, grammatical structures, and even the length of sentences.
- c. Purpose of a piece of writing determines the rhetorical form (organizational form and style) chosen for it.

In the process of writing, all parts above are related to each other. By knowing the readers, it will help writer to communicate clearly and effectively. The writers can make a writing that is suitable with their readers. On the other hand, readers will influence writers' tone. It can be serious, amusing, personal or impersonal depend on who the readers. Meanwhile, reader and tone will determine what the purpose of writing.

Joy M. Reid stated that there are several purposes of writing; they are to explain or educate, entertain or amuse, and persuade or convince (Joy M. Reid, 1988). *The same opinion is also stated by Grenville*, any piece of writing will be trying to do at least one of the following things (Granville, 2001):

- a. Entertain—it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- b. Inform—it tells the reader about something.
- c. Persuade—it tries to convince the reader of something.

Each purpose can produce different organization and style that also has different way to organize. Therefore, it is very

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important to know what purpose of the writing before starting to write. By knowing the purpose, it makes writer easier to generate the idea, organize the idea, and decide what strategy used in composing a writing product.

Writing is related deeply to accuracy in which the students should write in grammatical order. But according to H. Grave, the writing process approach also emphasizes writing fluency, including techniques that improve a student's ability to get words down on paper (Grave, 2007). It promotes frequent writing in contexts that are meaningful and authentic to the students. This usually translates to students to choose their own topics and genres for their written expression and the provision of authentic audiences.

In teaching writing, students are taught to write the different forms of writing that make them need to think their meaning, their purposing, their audiencing in determining the most appropriate genre. According to Hyland there are some cases that must be involved in teaching writing; language structures, text function, themes or topics, creative expression, composing process, content and genre and contexts of writing (Hyland, 2003). Language structures focus on the grammatical feature of the text. Text functions relate language structure to meaning and make language to use a criteria for teaching materials. It functions to achieve the



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ends (or purposes) of writing. Content is what students are required to write about. Typically, this involves a set of themes or topics that interest them to write. In genre, the writer follows certain social conventions for organizing message in order that the audience recognize the purpose of the writer. The notion of context echoes the belief in genre that writing does not take place outside particular communities and that the genres that the teacher teaches should be seen as responses to the purposes of those communities, whether professional, academic, or social.

Writing plays a part in students' life. There many their activities relate to writing such as doing exercises, homework, papers, report even final exam. Because of that cases the students need to be taught writing. According to Harmer, there are some reason why teach writing (Harmer, 1998. p.79), they are:

a. Reinforcement

Some of students acquire some language purely oral/ aural way, but most of us benefit greatly from seeing language written down.

b. Language Development

It seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along.

c. Learning Style





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Some of students are fantastically quick at picking up language just by looking and listening. Writing is appropriate for the learner who think things to produce the language in slower way. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

**d. Writing as a Skill**

The most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading.

**f. Assessing Writing**

In assessing writing, there are some aspects that should be considered by the teacher. Hughes says that there are five aspects that include in assessing writing. They are:

**1. Grammar**

Grammar has important role in writing. It is very important for the students to master the grammar in order to produce the correct sentences in writing a paragraph.

**2. Vocabulary**

A good writer can express the idea with appropriate words. So, mastering vocabulary is necessary to prevent for misunderstanding.

**3. Mechanics**

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Capitalization, spelling, and punctuation are included in mechanics. Spelling is very important in order to make a meaningful writing. Both capitalization and punctuation are signal that help readers understand what the writer means.

4. Form/Organization

A well-organized paragraph must be supported by ideas clearly, fluent expression, logical sequencing, and cohesive (Hughes, 2003, pp. 101-103).

**g. Writing an Essay**

According to Oshima and Hogue, an essay is a piece of writing several paragraphs long instead of just one or two paragraphs (Oshima and Hogue, 1998. p.101). Writing an essay is the same with writing a paragraph that is written in one topic, but in essay the writer should tie all the separate paragraphs together by adding an introduction and a conclusion.

In order to write a good essay, the writer should consider the component of essay. An essay is developed by three main parts as follow:

1. The Introductory Paragraph

The introductory paragraph consists of two parts, they are general statement and thesis statement. General statement is

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used to attract readers' attention, while a thesis statement is the most important statement that states the specific topic and often list the major subtopic that will be discussed in the body.

## 2. The Body Paragraph

It consists of two or more paragraphs. Each paragraph develops the subdivision of the topic. It is the same with supporting sentence in a paragraph in which the body paragraph is used to support the topic for each paragraph.

## 3. The Concluding Paragraph

It is the last paragraph that gives a summary or review of the main points discussed in the body.

Writing an essay is not so difficult if the writer knows how to write a good paragraph and relate one paragraph to another paragraph together that should be cohesive and coherent for the readers. Therefore, it is important for the writer to know well the component of an essay to make a good essay.

## 2. The Concept of Narrative Essay

Narrative paragraph is one of kind types of writing. Narrative paragraph is a storytelling which tells a fix story or fiction story that can delight readers. According to Hainemhan also said that Narrative paragraph is paragraph that tells about an innovative story, albeit a few stories depend on actualities (Hainemhan, 2004, p. 21). The main purpose of narrative paragraph is to engage and connect with the

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readers in a creative ordeal. Narrative paragraph does not only make readers fun, but also writers. It has been expressed by Newsweek that narrative is one of writing types that can make readers and writers fun (Newsweek, 2003, p.139).

Narrative is a sort of writing text that is identified to someone's experience and also includes fun story. Narrative implies story or orderly account of events that usually tries to write a composition based on his or organized record of occasions that normally attempts to compose a creation dependent on their own involvement, while Dunbar has brought up the portrayal, similar to depiction, particularizes as opposed to sums it up: manages the solid as opposed to digest. Additionally, Thomas Kane stated that narrative is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance (Thomas Kane, 2000).

Narrative is an arrangement of occasion that isn't just educates yet gets some information about the occasion that the author given. In this way, the reason for account is to entertain the perusers/audience members with real or fanciful involvement in various manner that is one of the intriguing and fun writings. According to Torri and Robert, Narrative is stories that can be presented in different ways (e.g., short story, drama, song). Narrative elements include sequential story events—typically about something specific—and a character whose



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actions are mitigated by an intention or need (Torri and Robert, 2010). To make the sequential story event, writers use time expression by using connectors (time adverbs) such as first, next, then, eventually, finally, and etc

Bruner in Butcher (2002, p. 198) defines narrative paragraph as “stories inconvenience a structure, a compelling reality on what we experience”. It implies that, narrative paragraph is paragraph that has structure and contains experience. According to Harrison (2004, p. 4), Narrative is a fundamental tool in the construction of inter subjectivity. It is simply the capacity to perceive mental states in ourselves, through creative energy and projection to perceive the potential correspondence of mental states in others. Based on statetment above, it can be concluded that narrative paragraph is paragraph that containing story, structure, and using imagination to recognize it. It same as Klinger et.al (2007, p. 773) stated that some examples of narrative paragraph include: realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures.

**a. Organizations of Narrative**

In a narrative essay, what readers expect to learn is what happened, who was involved in the story, why it occurred, where and when it happened, and how it took place. It is explained in text organization of narrative, included of orientation, complication,

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resolution, and re-orientation. Hainemhan defines every text has text organizations. The organizations of narrative text (Hainemhan 2004, p. 21) are as follow:

1. Orientation: the setting, time, main character and possible some minor characters of the story are established. These parts set the moods and invites the readers to continue reading.
2. Complication: an event or series of event involving the main character and unfold lead to a complication in which the character is involved in some conflicts that serve to frustrate of hamper the main character from reaching the ambition or wish. These conflicts serve to build tension and hold the readers interest as the lead into major problem or climax.
3. Resolution: the complication is resolved satisfactorily in the resolution and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending of resolution while other fill in all details.
4. Re-orientation: this is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

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## **b. The Language Features of The Narrative**

1. Specific participants: often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic.
2. Past tense form: because we are describing things that happened in the past.
3. Words giving details of people, animals, places, things, and actions, such as adjective and adverbs.
4. Connectors of time such as last week, then, etc.
5. Using dialogue to develop characters and relationships.
6. Using action verbs and verb groups (verbs with adverbs to add detail) and may also refer to what the characters say and feel.
7. Using text connectives e.g. then, so, furthermore, at least, meanwhile.
8. Using descriptive language, including adjectives and adverbs, to enhance and develop the story and help readers construct images and connect with the story.

Furthermore, M. Syafii et al said that, to write a good narrative, there are some points that should be concerned (M. Syafii et al, 2007), they are:

1. Selecting an appropriate experience.
2. Deciding on details.

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3. Organizing a narration.
4. Guiding the readers' interpretation of the experience.

Based on the explanation above, in conclusion narrative tells the reader a story that involves some characters, lead to the rising event and the falling event which give some feelings to the reader. Besides, the writer also has to focus on the language features of the text in order to help writer writes a narrative essay.

**c. The students' Ability of Writing Narrative Essay**

According to Hornby, the term of ability is defined as skill or power, it is called talent (Hornby, 1995. P.369). Concisely writing ability is the skill to express ideas, thought, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

Meanwhile, Brown stated that there are two kinds of skills of writing as follows (Brown, 2007, p.220):

- 1) Microskills
  - a) Produce graphemes and orthographic patterns of English.
  - b) Produce writing at an efficient rate of speed to suit the purpose.
  - c) Produce an acceptable core of words and use appropriate word order pattern.





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- d) Use acceptable grammatical system (e.g., tense, agreement, pluralization), pattern and rules.
- e) Express a particular meaning in different grammatical errors.
- f) Use cohesive devices in written discourse.

2) Macroskills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative function of written texts according form and purpose.
- c. Convey link and connection between events, and communicated such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Develop and use a battery of writing strategies, such as accurately assessing the audience interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

A narrative is a meaningful sequence of events told in words that is sequential in that the events are ordered, not merely

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random and. involves an arrangement in time (and usually other arrangements as well). In conclusion, writing ability in narrative essay is the skill that the students use to convey ideas, feeling, and thought into a sequence of story that the students should have some skills especially macroskills that are important to have for the successful mastery of responsive and extensive writing (composition or essay).

### 3. The Concept of Part of Speech

Part of speech or (word class) is very important in English language. Making good sentences and good writing, we should know about word class to ignore miscomprehension in English language. Word class is usually used to agglomerate the class of word. Word classes or part of speech in English are listed below: verb, noun, adjective, adverb. According to Richards et.al said that the most common word classes are the parts of speech: Noun, Verb, Adjective and Adverb (Richards et.al 1992 p. 407). Simon and Masini inform that Among these, a standout amongst the most unmistakable is the issue of word classes (likewise called 'parts of discourse', 'lexical classifications' or 'syntactic classes'), (Simone and Masini, 2014).

Word classes are useful to have the capacity to recognize lexical and linguistic morphemes, in light of the fact that by doing as such we can comprehend that words are developed utilizing particular components. Understanding those components implies that we see all

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the more unmistakably how we utilize words today, as well as how new words are framed. Word are divided into various classes (parts of speech), each of which has a specific function to creating meaning within sentences. The first and easiest distinction is that between open-class words (or lexical words) and closed-class words (or grammatical words). According to DeCapua, classes of words is divided into two categories, they are lexical and grammatical categories (DeCapua 2008. P, 21). It is clear word classes consist of various classes that should know in English language.

**a. Lexical words**

Lexical words are usually called open class words is the new words can be added to the class as the need arises. Kuhn and Siegler said that The languages of the world seem to all share a fundamental distinction between open-class (lexical words, such as nouns, verbs, adjectives, etc.) (Kuhn and Siegler. 2006 p. 79). according to Andrea DeCapua in his book *Grammar for Teachers* (2008) define these classes as:

**1. Noun**

Person	Place	Thing
Boy	City	Car
Teacher	School	Lesson
Pilot	Airport	Wheel
Nurse	Hospital	Bed

The conventional or standard meaning of a thing is a word that alludes to a person, place, or thing. At first glance, this

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definition has merit. We can undoubtedly concoct words that fit this meaning of a thing:

## **2. Adjectives**

Adjective are normally portrayed as expressive or altering words as a result of their capacity in a sentence. Words, for example, wonderful, hard, upbeat, and tall come promptly to mind. These are the substance words that capacity to make engaging pictures or include shading and flavor.

## **3. Verbs**

The main affiliation numerous individuals make with the expression "verb" is that of activity, as in run, drive, tune in, or distinguish. Verbs likewise allude to the condition of something, as in be (am, is, are), or feel. English verbs may likewise show time.

## **4. Adverbs**

The normal meaning of a qualifier is a word that portrays or alters a verb, a modifier, or another intensifier. adverbs are difficult to portray in light of the fact that the mark verb modifier alludes to a wide range of sorts of words that play out an assortment of capacities. Basically, verb modifiers can change anything in a sentence. Verb modifiers are for the most part assembled into subcategories, as per their capacity, with respect to illustration we find in the accompanying table.



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Manner	Frequency	Time and Place
Quickly	Often	Now
Happily	Always	Here
silently	Sometimes	Later

#### b. Grammatical words

Different with lexical words or open words that tend to change frequently, grammatical words or they are also called closed-class words tend not to change very often. Akmajian, et.al said **Closed-class** words are those belonging to the grammatical, or function, classes Function words in English include conjunctions (*and, or*), articles (*the, a*), demonstratives (*this, that*), and prepositions (*to, from, at, with*) (Akmajian, et al 2001). According to Kuhn and Siegler, closed-class (grammatical words, such as determiners, prepositions, etc.) (Kuhn and Siegler. 2006 p. 79). File

Closed-class or grammatical (in some cases alluded to as capacity words) have less significance than open-class or lexical words, however do valuable employments in dialect. They are the 'little words' that go about as the paste, or connectors, inside a sentence. Without them, lexical words may even now convey meaning yet they don't bode well. Besides, Weissenborn and Höhle also said, closed class words, or “function” words, which incorporate prepositions, conjunctions, and articles, don't ordinarily procure new individuals, and are alluded to as "close"

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## 1. Articles

A word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite. English has two articles: the definite article *the*, and the indefinite article *a* or *an* (Richards et.al. 1992. P. 21)

## 2. Conjunction

The capacity of conjunctions is to interface together components of sentences and expressions. They come in two structures. Co-ordinating conjunctions are words that join two provisions in a sentence, where every proviso is of equivalent importance (i.e., 'and', 'yet', 'either', 'or', 'not one or the other', 'nor'). Subordinating conjunctions are words that connection sentences where one half is an outcome of the other ('in spite of the fact that', 'as', 'on the grounds that', 'if', 'since', 'that', 'however', 'until', 'where', 'when', 'while', and so forth.).

## 3. Preposition

A preposition describes a relationship between different words in a sentence. In itself, a word like "in" or "after" is somewhat insignificant and difficult to characterize in simple words. For example, when you do attempt to characterize a relational word like "in" or "between" or "on," you perpetually utilize your hands to show how something is arranged in relationship to something else. According to Richards et.al, preposition may

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express such meanings as possession (e.g. *the leg of the table*), direction (e.g. *to the bank*), place (e.g. *at the corner*), time (e.g. *before now*) (Richards et.al. 1992. P. 21). Relational words are almost constantly joined with different words in structures called prepositional expressions. Prepositional expressions can be comprised of a million distinctive words, however they have a tendency to be assembled the same: a relational word took after by a determiner and a modifier or two, trailed by a pronoun or thing (called the object of the relational word). This entire expression, thus, tackles an adjusting part, going about as a descriptive word or a qualifier, finding something in time and space, changing a thing, or telling when or where or under what conditions something happened.

#### 4. The Concept of Syntax

According to Maggie syntax is the term used to mean the study of the syntactic properties of languages (T Maggie. 2011). In this sense, it is utilized similarly as we use 'stylistics' to mean the investigation of literary style. Syntax is the same as grammar in English. Syntax is the term used to grammar. The same statement is also stated by Maggie that a few people use the term grammar of instead of syntax (T Maggie. 2011). Syntax is the sentence structure, it means that the words group together to make a sentence. Grammar

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includes all of organizing principles: information about the sound system, the form of words, how we adjust the language according to its context.

Syntax is grammar that should be understood and comprehended by students. It is one of the important items to be known by students when they want to write academically. Syntax is the structure of words and phrases to write sentences and the way to express ideas creatively and write the interest. According to Greenbaum and Nelson grammar is the arrangement of guidelines that enable us to join words in our language into bigger units, another term for grammar in this sense is syntax (G. Sidney and N Gerald, 2002). Its mean that syntax is the important item that should be understood and comprehended by students who want to write academically. Syntax allows every sigle writer to express the meanings which he wants to put there. To clarify the intent and purpose of the writer, thus, a writer should write carefully and should be clarified with the correct sentences of English to be paragraphs of the good essay. Subject-verb agreement is the verb agrees with its subject in number and person. The agreement applies at whatever point the verb shows qualifications in person and number. For all other verbs, the distinctions are found only in the present tense. The number here means that about singular and plural. Person here means about the subject in English language. Therefore, subject-verb agreement here



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means that the correct sentence depends on how we construct the word by word as the correct grammar to be a correct sentence. G. Sidney, (2002) also said that a good sentence when subject and verb is agree grammatically. It means that the good writer is the writer that is able to express his ideas and opinions to make the readers fascinated and understand the writers' intent and purpose is that by constructing good sentences to be good paragraphs of the essay in written language.

Sentences are categorized based on the number and types of clauses they contain. S.William and M.Stephen, said that there are four types of sentences such as simple, compound, complex and compound-complex (S.William and M.Stephen, 2010, p.93).

**a. Simple Sentence**

Simple sentence is a sentence containing only one main clause and no other clause. However, a simple sentence is not necessarily as a complicated sentence. In addition, one main clause may contain a variety of phrases and modifiers. Therefore, simple sentence has a main clause only and no other clauses. C.E Eckersley and J.M Eckersley said that simple sentence is a group of words containing a finite verb and making complete sense (C.E Eckersley and J.M Eckersley 1960). A sentence is composed, usually consist of two parts, the subject and the predicate or verb.

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This is the basic pattern for the simple sentence. This pattern may vary in several ways:

*Subject-verb (SV): the girl read a book*

*Verb-subject (VS): over the stadium flew the plane*

*Subject-subject-verb (SSV): the plane and the helicopter flew over the stadium.*

*Subject-subject-verb-verb (SSVV): the plane and the helicopter flew over the stadium and turned north.*

The example above is the simple sentence, so many variations of simple sentence that we can write to express our ideas.

**b. Compound Sentence**

Compound sentences consists of two main clauses. This statement is also pointed out by S.William and M.Stephen, a compound sentence contains two or more main clauses but no subordinate clauses (S.William and M.Stephen, 2010, p.96). Furthermore, they said that Compound sentence is same as a multiple sentence. Greenbaum and Nelson also said that “the multiple sentence contains two or more coordinated clauses (Greenbaum and Nelson 2002). There are three ways to join independent clause to form a compound sentence.

First is compound sentences with coordinators, it also called coordinating conjunction (commas and semicolons, they do more than just join the clauses. The coordinators can use to join



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independent clause. They are for, and, nor, but, or, yet and so. For example:

- a. The Singapore have the longest life expectancy of any other people, for their diet is extremely healthful. (the second clause gives the reason for the first clause).
- b. The students of PBI spend their leisure time in west Sumatera last holiday, and they visited a lot of tourism resort. (both clauses express equal related ideas).
- c. Many Americans, on the other hand, do not eat a healthy diet, nor do they get enough exercise. (nor here means and not. It is used to join two equal negative independent clause).
- d. Some students say that natural science program is more important than social, but others say social program has more opportunity to get a job. (the two clauses express contrasting ideas).
- e. We have to study and practice both religion and science, or we will be stupid men waiting for the death never making progress and development in the work. (the two sentences express alternative or possibilities).
- f. Many students going steady, yet the students success in their study. (the second clause is unexpected contrast to the information in the first clause).



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- g. Our couple is god's decision, so we must struggle to find and choose the fit person for us. (the second clause is a result of the first clause).

Second, compound sentence with conjunctive adverbs. It means that the independent clause of a compound sentence can also be joined by a conjunctive adverb such as moreover, however, otherwise, and therefore. The punctuation of conjunctive adverbs is special: use a semicolon after the first clause and a comma after the conjunctive adverb. For example

- a. Islam is actually the best and the right religion; moreover, Islam is the last religion of Allah.
- b. The boys do not realize that they grow a bit slower than the girls; however, they are usually taller than the girls at last.
- c. We must consume healthy food; otherwise, we will get sick.
- d. English is not our native language; therefore, speaking English not and easy job.

The last is compound sentences with semicolons. It means that the independent clauses in compound sentence may also be joined by a semicolon only. This type of sentence occurs when two independent clauses are closely related. For example:



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- a. My father works as a teacher; my mother works as a farmer.
- b. I like reading a book; my brother like reading a comic.

In compound sentences the subject or the auxiliary verb, or both, may be omitted in the second sentence if they are the same as those in first sentence.

**c. Complex Sentence**

The complex sentence has the same subject–verb pattern (SV/SV) as the compound sentence. However, the complex sentence features only one main clause and always contains at least one subordinate clause and sometimes more than one. The subordinate clauses in a complex sentence may occur at any place in the sentence.

In a complex sentence, one idea is generally more important than the other one. The more important idea is placed in the independent clause, and the less important idea is placed in the dependent clause. According to M. Syafii et al, there are three types of dependent clauses used in complex sentences (M. Syafii et al, 2018), they are:



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a. A dependent clause adverb clause is a sentence which does the functions of an adverb in the sentence. There are several kinds of adverb clause:

- Adverb clause of time. It is usually introduced by the conjunctions: before, after, until, when, etc. example: my father gives me some advices before I go to java.
- Adverb clause of place. It is usually introduced by the conjunctions: where, wherever, however, etc. example: he can enjoy his life wherever he lives.
- Adverb clause of reason. It is usually introduced by the conjunctions: because, since, because of, etc. example: I dislike durian because the smell makes me headache.
- Adverb clause of contrast. It is usually introduced by the conjunctions: although, though, etc. example: he is not happy although he rich.
- Adverb clause of purpose. It is usually introduced by the conjunctions: in order that, so that, etc. example: I consume some fruits everyday so that I become healthy person.



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- Adverb clause of result. It is usually introduced by the conjunction so that. Example: she studied hard so that she passed the exam.
- b. A dependent adjective clause is a sentence that does the function of an adjective in the sentence. The function is to modify or describe the noun.
  - Adjective clause. It is usually introduced by who, which, that as a subject. Example: the old man who lived next door to us has just died.
  - Adjective clause. It is usually introduced by who(m), which, that as an object. Example: the boy whom I helped was Mr. Fadhli
  - Adjective clause. It is usually introduced by whose. Example: I see the girl whose her bicycle was lost.
- c. A dependent noun clause is used as subject or object. In other words, a noun clause is used in the same pattern as a noun.
  - A dependent noun clause as subject. Examples: where she lives is not problem for me. Why she comes late is not my business.



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- A dependent noun clause as object. Examples: I disagree what your opinion is. They do not know where a game store is.

**d. Compound-Complex Sentence**

Compound-complex sentence is the combination of the compound and the complex sentence pattern. It is comprised at least two main clauses and one or more subordinate clauses. Therefore, it should contain three sets of subjects and verbs. Nonetheless, that this formal order of sentences is somewhat subjective and all things considered not especially accommodating. In this manner, for instance, G. David said the compound class incorporates sentences with any number of principle provisions, if it is multiple (G. David, 70, 2000). The mind-boggling mark doesn't put any imperative on the quantity of subordinate statements which might be available, nor does it give a method for chronicle reliance connections which may exist between at least two subordinate conditions in a sentence. Examination of a content dependent on a grouping of this sort would hence give just an incomplete sign of the level of the multifaceted nature of its sentence structure. For example:



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1. After I graduated from UIN SUSKA, I wanted to travel, but I had to work in my village as a teacher.
2. Although women can own property, they cannot vote, nor can they be elected to public office.

**B. Competence and Performance**

Competence is a person's underlying (subconscious) linguistic ability to create and understand sentences, including sentences they have never heard before. According to Chomsky, competence refers to a speaker's knowledge of his language (Chomsky, 1965 p. 4). Part of speech and syntax are the competences in this research which can create good sentences. Therefore, they have the knowledge to know which one is correct and incorrect sentences. According to Bialystock, 1986; Gombert, 1992 in Rolland's book *handbook of Reading Intervention* said that, children's capacity to segregate linguistically redress sentences from verbal strings that are syntactically mistaken and not appropriate sentences in the language (Rolland, 2011 p. 103).

Performance is the real-world linguistic output. It may accurately reflect competence, but it also may include speech errors. Performance contains slips of the tongue and false begins, and speaks to just a little specimen of conceivable articulations: *I possess two-thirds of an emu* is a decent English sentence, yet is unrealistic to happen in any gathered example. Performance refers to the specific utterances, including

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grammatical mistakes and non-linguistic features like hesitations, accompanying the use of language. Chomsky said that performance is applying knowledge of the actual language (Chomsky, 1965 p. 4). Therefore, a theory of language ought to be a theory of competence. Once a full theory of competence is developed, it can be coordinated into a theory of performance, which will also consider other cognitive abilities.

### C. Relevant Study

There are so many relevant researches which have relevancies to the research about word classes comprehension and writing area. Relevant research is required to observe some previous writers conducted by other writers in which they are relevant to our research itself. writers are various, either in general or in specific one. Dealing with this research, there are several relevant researches taken that have been investigated by previous writer concerning about word classes and writing.

First, the journal is conducted by Almestareehi Kefah Mohamad, entitled “*Improving Syntax, Non-English Speakers Perspective*”. Syntax is a set of rules that govern the structure of sentences in the semantic arrangement to denote the lexical meaning but the question is whether these lexical elements can be used syntactically or not. Sentences can be made by using any syntactic pattern and they denote whether the sentences are simple, complex or compound. There have been many innovative ways to put these syntactic ways into the right use. But the truth in

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understanding the syntactic methods especially through the application of grammar could pose a serious problem to a non-English speaking learner who is willing to learn the English language. In this journal, I have tried to explain simple ways for a non-English speaker to understand the importance of syntax in a generalized way. Sentences that require more thinking to express specific ideas can be more complex in their syntactic way. Every individual who is willing to learn English language may not be from literature or linguistic background and hence the need arises to simplify the syntactic approach in non-English speakers' perspective.

second, the journal is conducted by Cherif TEIMI, entitled "*Syntax-Semantic non-Correspondence*". Due to the noticeable development linguistics had known, especially the development that took place in the field of phonology, linguistic components were taken to be equal. Syntax was no longer considered to be the main component that other linguistic components are derived from. Semantics and phonology came to be considered generative linguistic components as is the status of syntax. They are now considered to be able to derive meaning either autonomously or with the incorporation of syntax. In this article, we will show how linguistic components, especially semantics and phonology, reveal meaning without direct correspondence to syntax. We will prove the non-correspondence between Syntax and Semantics relying on some linguistic phenomena like Stress, Intonation and passivisation.

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Third, the journal is conducted by Teerada Udomsup and Nutprapha K. Dennis, entitled “*A Study of Part Of Speech Used in Selected News Online: A Case Study of Selected News from Bangkok Post Online*”. The purpose of this study was to analyze parts of speech used from selected news online entitled “Thailand's anti-smoking YouTube hit”. This study analyzed only words existed in selected news online from Bangkok Post, a Thai newspaper online. It focused on parts of speech used; noun, verb, adjective, adverb, pronoun, preposition, determination, conjunction and number. The writers use only a website “parts-of-speech.info” to analyze and collect data. Selected news from Bangkok Post online entitled “Thailand's anti-smoking YouTube hit” was main material for this independent study. Parts-of-speech.info are a website used to collect and analyze data from the selected news. Parts-of-speech.info were used to analyze each sentence from the selected news. The results showed total of; adjective, adverb, conjunction, determiner, noun, number, preposition, pronoun and verb that existed in each sentence. The findings may be useful for English teachers who would like to teach all skills using online news as their teaching resources.

fourth, the journal is conducted by Cesar Alberto Navas Brenes, entitled “*Observing Students’ Syntactic Errors and The Perceptions towards Writing in The Composition Course*”. This journal aimed at observing the improvement reached by two groups of English majors in



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order to identify and correct syntactic errors in a series of six academic paragraphs during two semesters in the second-year course LM-1235 English Composition I at the University of Costa Rica. In addition, it presents a sample lesson with the integration of different language skills so that learners will benefit from cooperative learning, authentic input, and a sequence of interactive tasks to improve their outcome, being this the case of an academic paragraph and its outline. Finally, the writer analyzes the results of a survey questionnaire that assesses the learners' perception towards the challenges of writing.

Fifth, the research is conducted by Novrin Kartika Tumbade, Jamiluddin, Nadrun entitled "*The Use of Substitution Drill In Teaching Derivational Suffixes In Forming New Word Classes*". This research aimed at proving that the use of substitution drill in teaching derivational suffixes can increase the students' ability of the eleventh year students of SMA Negeri 1 Witaponda in forming new word classes. This research applied experimental research design. The sample of this research was the eleventh year students of SMA Negeri 1 Witaponda. The sample was taken through simple random sampling technique. The data were collected by using two kinds of instruments: observation and test. The data from the observation were analysed descriptively, while the data from the test were analysed statistically. The results of the test showed that the t-counted (11.1) was higher than t-table (2.002). It means that the hypothesis is accepted. In short, the use of substitution drill in teaching derivational

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suffixes can increase the ability of the eleventh year science major students of SMA Negeri 1 Witaponda.

Next, the research was conducted by Evi Kasyulita entitled *“Improving the Writing Ability of the Second Year Students of MTs Al Hayatul Islamiyah Malang through What Is It? Game”*. This research was an action research with two cycles. In this research, What Is It? game used in improving students’ ability in writing descriptive text. The findings of study showed that What Is It? game could improve the students’ writing ability. The improvement could be seen from the increase of the students’ average writing score and the number of the students who could pass the minimum standard score for writing. The average score in Cycle 1 was 5.83, and the number of the students who got higher than the target score was 10 students (43.4%). In Cycle 2 the average score was 7.07 and the number of the students who got higher than the target score was 19 students (82.6%). Therefore, What Is It? game could increase the students’ participation and motivation during the writing tasks.

Next, the research was conducted by Danielle Marie entitled *“Examining the Contributions of Syntactic Awareness and Syntactic Knowledge to Reading Comprehension”*. The purpose of this study was to examine the direct and indirect effect(s) of syntactic knowledge and syntactic awareness on adolescents’ reading comprehension. One hundred and eighty, 9th and 10th grade students’ syntactic awareness, syntactic knowledge, and reading comprehension skills were assessed. In addition,

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other known contributors to reading comprehension were assessed including word level reading, working memory, and vocabulary knowledge skills. Structural equation modeling was used to analyze the indirect and direct effects of syntactic awareness and syntactic knowledge on reading comprehension. Students' syntactic awareness contributed significant variance to reading comprehension but did not indirectly relate to reading comprehension through syntactic knowledge. Conversely, syntactic knowledge did not have an indirect or direct effect on reading comprehension. This study confirmed the significant contribution of syntactic awareness to reading comprehension among adolescent students. From the current study's findings, writers are able to expand on the Simple View of Reading by defining the specific skills associated with the contributions that language comprehension makes to reading comprehension as syntactic awareness and vocabulary knowledge.

The Effect of Using Story Chains Strategy towards Writing Ability in Narrative Paragraph of the First Year Students at SMA N 3 Mandau Bengkalis Regency is conducted by Bahraeny. The main focuses of the research were to find out whether students' writing ability in narrative paragraph by conventional strategy, to find out students' ability in writing narrative paragraph by using story chains strategy, and to find out whether the significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency. The subject of this research was the first year students

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at SMA N 3 Mandau Bengkalis Regency. The object of this research was story chains strategy. In this research, the research design was a quasi-experimental research, and writer used pre-post-test design. The population of this research was all the first year students at SMAN 3 Mandau Bengkalis Regency in academic 2013/2014. They consisted 15 classes (525 students), the writer took two classes as sample; class X.1 was an experimental class and class X.2 was a control class. Each class or group consisted of 35 students. Experimental class was taught by using story chains strategy and control class was taught by using conventional strategy. The technique of collecting data was a test. The technique of data analysis used Independent Sample T-test formula by using SPSS I6 Version. Based on the data analysis, the writer had concluded, there was significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency.

Next, the research was conducted by Peter Buneman, Leonid Libkin, Dan Suciu, Val Tannen, and Limson Wong entitled “*Comprehension Syntax*” the syntax of comprehension is very close to the syntax of a number of practical database query languages and is, we believe, a better starting point than first-order logic for the development of database languages. We give an informal account of a language based on comprehension syntax that deals uniformly with a variety of collection types; it also includes pattern matching, variant types and function



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definition. We show, again informally, how comprehension syntax is a natural fragment of structural recursion, a much more powerful programming paradigm for collection types, we also show that a very small “abstract syntax language” can serve as a basis for the implementation and optimization of comprehension syntax.

Next, the research was conducted by Abbas Ali Zarei entitled “*The Effect of Vocabulary, Syntax, and Discourse-Oriented Activities on Short and Long-Term L2 Reading Comprehension*”. This study aimed to investigate the effectiveness of vocabulary, syntax, and discourse-oriented teaching on Iranian EFL learners' short-term and long-term reading comprehension ability. 90 intermediate level EFL learners were assigned to three groups. One of the groups received vocabulary-based reading instruction, the other group received syntax-based reading instruction, and the third group received SFL discourse-base reading instruction. Following the treatment, immediate and delayed reading comprehension tests were administered. The results of the two One-Way ANOVA procedures showed that the group which received discourse-based instruction had the best performance on both immediate and delayed post-tests, followed by the group that received syntax-based instruction. It was concluded that Iranian EFL learners will have best performance on reading comprehension when they receive instruction on the discourse features (register, genre, and cohesive ties). It was also concluded that reading in a word-by-word manner prevents global understanding of the text.

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Next, the research was conducted by Susanne Gahl and Susan M. Garnsey entitled “*Knowledge of Grammar, Knowledge of Usage: Syntactic Probabilities Affect Pronunciation Variation*”. Frequent words tend to shorten (see e.g. Schuchardt 1885, Hooper 1976), as do words that have a high probability of occurrence given a neighboring word (Jurafsky et al. 2001). This tendency has been cited in support of the claim that probabilities are an inherent part of grammar, and of syntax in particular. There is widespread consensus, however, that the syntax of natural languages cannot be captured in terms of item-to-item transitions (Chomsky 1957). Therefore, unless one considers probabilities of syntactic structures, rather than particular combinations of neighboring words, pronunciation variation cannot be said to reflect probabilistic effects in syntax. In this article, we report a case of pronunciation variation that reflects contextual probabilities of syntactic structures. The relevant probabilities are based on the probability of a given syntactic structure, given a particular verb. We show that these probabilities affect American English /t,d/- deletion, as well as the durations of words and phrases. Our results are consistent with the notion that knowledge of grammar includes knowledge of probabilities of syntactic structures, and that this knowledge affects language production.

Next, the research was conducted by Gavin Brooks entitled “*Assessment and Academic Writing: A Look at the Use of Rubrics in the Second Language Writing Classroom*”. One of the most important aspects



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of the job of an English teacher is giving students the feedback and corrections they need to improve as second language learners. This is especially true for written English. In writing classes, the process of providing feedback to students on their writing takes-up significant amounts of time and effort both inside and outside of the classroom. In order to streamline the feedback process teachers often make use of tools, such as rubrics, to help them provide their students with feedback. Traditionally rubrics have been seen as tools that have the potential of “increased consistency of scoring, the possibility to facilitate valid judgment of complex competencies, and promotion of learning.” (Jonsson & Svingby, 2007, p.130) However, recent studies in the L1 writing classroom have shown that there are some significant problems with the last of these items, using rubrics as a means of promoting learning. This paper looks at some of the current research on the use of rubrics in the classroom and attempts to construct a clearer picture of both the benefits and drawbacks of the use of rubrics for both grading and as a teaching tool in the L2 writing classroom. It is hoped that in doing so this research will provide insight into the tools teachers in Japan are using to respond to their students’ written work and act as a starting point for further research into how to improve these tools.

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## D. Operational Concept

To clarify the theories used in this research, thus, the writer would like to explain briefly about variables operated in this research. This research is a correlational research in which it focuses on gaining the significant contributions between part of speech knowledge, syntactical knowledge and students' ability of writing narrative essay. Therefore, in analyzing the data of this research, there are two variables used in this research; students' part of speech knowledge and syntactical knowledge refer to independent variables, while students' ability of writing narrative essay at the second year of the English Education Department of Education and Teacher Training Faculty of State Islamic University of UIN Suska Riau. To operate the investigation on the variables, the writer will work based on the following indicators:

Independent (X1) variable (part of speech knowledge) is measured through the following indicators:

Students are able to use both lexical and grammatical words

### 1. Lexical word

- a. The students are able to use "nouns" in a writing narrative essay.
- b. The students are able to use "adjectives" in writing a narrative essay.
- c. The students are able to use "verbs" in writing a narrative essay.
- d. The students are able to use "adverbs" in writing a narrative essay.





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2. Grammatical word

- a. The students are able to use “articles” in writing a narrative essay.
- b. The students are able to use “conjunctions” in writing a narrative essay.
- c. The students are able to use “prepositions” in writing a narrative essay.

Independent (X2) variable (syntactical knowledge) is measured through the following indicators:

1. Simple sentence

- a. Students are able to determine the subject of sentence.
- b. Students are able to determine the verb of sentence.
- c. Students are able to determine the object of sentence.
- d. Students are able to determine the complement of sentence.

2. Compound sentences

- a. Students are able to join two or more independent clauses together.
- b. Students are able to join two or more independent clauses together with conjunctive adverbs.
- c. Students are able to join two or more independent clauses together with semicolons.

3. Complex sentence

- a. Students are able to use one independent clause and one or more dependent clauses.

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- b. Students are able to use one independent clause and one or more dependent adverb clauses.
  - c. Students are able to use one independent clause and one or more dependent adjective clauses.
  - d. Students are able to use one independent clause and one or more dependent noun clauses.
4. Compound-Complex Sentences
- a. Students are able to combine two or more independent clauses and one or more dependent clauses.

Dependent (y) variable (students' ability of writing narrative essay) is measured by true the following indicators:

1. The students are able to find the interesting topic.
2. The students are able to find the ideas of developing topic before starting their writing.
3. The students are able to write orientation clearly.
4. The students are able to write complication clearly.
5. The students are able to write resolution clearly.
6. The students are able to use action verbs correctly.
7. The students are able to apply simple past tense correctly.
8. The students are able to use spelling and punctuation correctly.
9. The students are able to draft and revise the paragraph.
10. The students are able to develop their narrative essay.

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**E. Assumption and Hypothesis****1. Assumption**

Before formulating the hypothesis as temporary answers of problems, the writer would like to present the writer's assumption as follow:

- a. The better the students can know and comprehend part of speech, the better the students can write narrative essay.
- b. The better the students can know and comprehend syntactical, the better the students can write narrative essay.
- c. The better the students can know and comprehend part of speech and syntactical, the better the students can write narrative essay.

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## 2. Hypothesis

**Ha1** : There is a significant contribution of part of speech knowledge toward students' ability of writing narrative essay at the English Education Department.

**Ho1** : There is no significant contribution of part of speech knowledge toward students' ability of writing narrative essay at the English Education Department

**Ha2** : There is a significant contribution of syntactical knowledge toward students' ability of writing narrative essay at the English Education Department.

**Ho2** : There is no significant contribution of syntactical knowledge toward students' ability of writing narrative essay at the English Education Department

**Ha3** : There is a significant contribution of part of speech and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department.

**Ho3** : There is no significant contribution of part of speech and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department



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## CHAPTER III

### RESEARCH METHODOLOGY

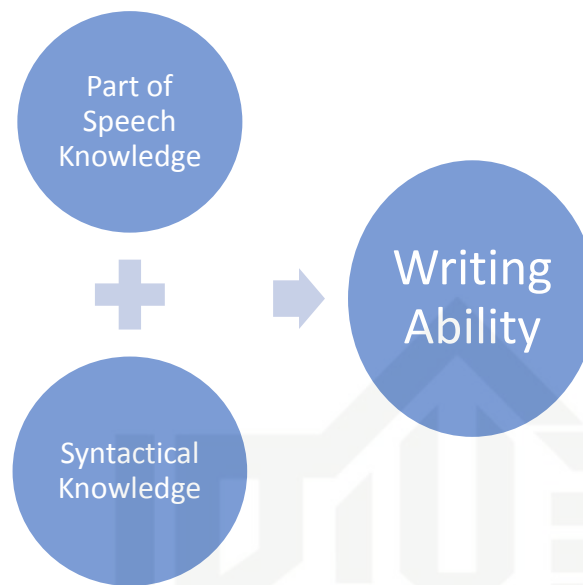
#### A. Research Design

This research was a correlational research intended to find out the correlation or contribution of part of speech and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department. According to Lodico et.al, the correlational research was to quantify two or more variables and analyze whether there were connections, relationships and contributions among the variables (Lodico et.al 2006. P.214). Correlation tends to emphasize the relationship rather than different or contrast. This statement stated above clearly explains that correlational study would to emphasize the relationship.

According to gray et.al, measure the level of relationship or contribution between two or more variables (Gray et.al 2007. P.407). Two variables that mention above are independent and dependent variable. Independent consisting two variables to measure the students' knowledge about part of speech and syntactical that would be connected with dependent variable about the ability of writing narrative essay. In this research, writer tries to find out whether There was a significant correlation between part of speech and syntactical knowledge and students' ability of writing narrative essay at the English Education Department of UIN Suska Riau. The diagram below would the design of the research:

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### B. Subject and Objective of the Research

The subject of the research was the second-year students at English Education Department of UIN SUSKA Riau (2018-2019), and the object of this study was the contribution of part of speech and syntactical knowledge toward students' ability of writing narrative essay.

### C. Location and Time of the Research

The location of this research was English Education Department of UIN SUSKA Riau located at Soebrantas street Km. 15 in Pekanbaru

### D. Population and Sample

The population of this research was taken homogenously. The target population of this research was the second-year students at English

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Education Department of UIN SUSKA. They consist of five classes. The population can be shown as follows:

Table III.1

No	CLASS	STUDENT
1	A	27
2	B	30
3	C	36
4	D	31
5	E	34
TOTAL		158

The samples of this research were 75 students found in 5 classes randomized from five classes. This was taking based on the total random sampling.

Random sampling was a sample consist some elements chosen randomly, each element of population has same opportunity to be sample.

### E. Technique of Collecting Data

In collecting the data, the writer would used multiple choice tests to elisit the data about students' part of speech and syntactical knowledge and writing essay to obtain the data about students' ability of writing narrative essay. The instruments would be used to collect the data in order

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to find out the contribution of part of speech and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department of UIN Suska Riau.

The data of this research were the score of student part of speech knowledge, syntactical comprehension and writing narrative essay ability. The data of student part of speech knowledge and syntactical comprehension was elicited through the tests – multiple choice and the students' ability of narrative essay done by English Education Department students of UIN SUSKA Riau.

The data of students' writing scores were determined by two raters using the same profile – ESL Composition Profile proposed by Jacob et al, 1981. The raters were the lecturers of English Education department of UIN SUSKA Riau teaching writing and speaking courses. They were Drs. H. M. Syafii S, M.Pd and Dedi Wahyudi, M.Pd.

## **F. Technique of Analysis Data**

In analyzing the data, the writer would use multiple regrassion. The writer wants to know how much the contribution of part of speech knowledge (X1) and syntactical knowledge (X2) toward students' ability of writing narrative essay (Y). According to Jhon, multiple regression used when someone want to predict the variable value (Jhon. 2016. P.92)

In analyzing the data, to know the significant contribution of two variables, the writer used the multiple regressions by using SPSS 23.0



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program. To use multiple regressions, the data should be interval and the data should be normal. To know the data was normal or not, the data should be tested normality test by using SPSS 23.0 program.

**Table III.2**  
**Normality test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		75
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.02910127
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.056
Test Statistic		.080
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The table above showed that the sig. 2-tailed was  $0.206 > 0.05$ . it means that the data was normal. On SPSS, to know how big influence or contribution from all independent variables to dependent variables, it could be seen from R symbol that shows influence or contribution. And then, the other values giving SPSS to compare accuracy of its influence that would R square when the values are contaminated by the bullies value which might cause measurement errors. So when R has two \*\*, it means that there are the strong influence or contribution, when R has only \*, it means that there are the influence or contribution, and there would no

influence or contribution when there would no \* at R observed.

Comparing Sig. to  $\alpha$



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## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

This research was conducted to know the contribution of part of speech knowledge and syntactical knowledge toward students' ability of writing narrative essay at the English Education Department of UIN SUSKA Riau. Referring to the research findings in the previous chapter, finally the conclusions of this research are presented:

1. Before we know about contribution of part of speech knowledge toward students' ability of writing narrative essay, first we should know about correlation it, referring to the research findings in the previous chapter, it obtained that there was a significant correlation between part of speech knowledge toward students' ability of writing narrative essay. It was obtained that Sig. (2-tailed) was 0.000 for variables of part of speech and students' ability of writing Narrative essay. To find the correlation, it should be compared to  $\alpha$ .  $\alpha$  was 0.05. Because two tailed significance test was used,  $\alpha$  was divided by two, so  $\alpha$  was 0.025. Sig. (2-tailed) 0.000 was lower than  $\alpha$  0.025. It means that, there was a correlation between both of variables. To know how big the contribution of part of speech knowledge toward students' ability of writing narrative essay, it could be obtained that  $\beta$  value by Pearson Correlation value,  $R^2 \times 100\% = (0.447)^2 \times 100\% = 20\%$ . So, the contribution of part of speech knowledge toward



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students' ability of writing narrative essay was 20% at English Education Department of UIN SUSKA Riau.

2. Referring to the research findings in the previous chapter, it obtained that there was a significant correlation between syntactical knowledge toward students' ability of writing narrative essay it was obtained that Sig. (2-tailed) was 0.000 for variables of syntactical knowledge and students' ability of writing Narrative essay. To find the correlation, it should be compared to  $\alpha$ .  $\alpha$  was 0.05. Because two tailed significance tests was used,  $\alpha$  was divided by two, so  $\alpha$  was 0.025. Sig. (2-tailed) 0.000 was lower than  $\alpha$  0.025, so  $H_0$  was rejected. It means that there was a significant correlation between syntactical knowledge and students' ability of writing Narrative essay at the English Education Department of UIN SUSKA Riau. To know how big the contribution of part of speech knowledge toward students' ability of writing narrative essay, it could be obtained that  $\beta$  value by Pearson Correlation value,  $R^2 \times 100\% = (0.411)^2 \times 100\% = 17\%$ . So the contribution of part of speech knowledge toward students' ability of writing narrative essay was 17% at English Education Department of UIN SUSKA Riau.

3. There are two ways to know whether there was or not a significant correlation. Based on the data, it can be known that Sig. score was 0.000





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and  $\alpha$  was 0.05. So, Sig. was lower than  $\alpha$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. It can be known that Sig.  $F_{\text{change}}$  score was 0.000 and  $\alpha$  was 0.025. So, Sig.  $F_{\text{change}}$  was lower than  $\alpha$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. Based on the analysis above, it can be concluded that  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant contribution simultaneously of part of speech and syntactical knowledge toward students' ability of writing Narrative essay at the English Education Department of UIN SUSKA Riau. Based on Model Summary table, it was obtained the correlation among part of speech knowledge, syntactical knowledge, and students' ability of writing Narrative essay at the English Education Department of UIN SUSKA Riau simultaneously 0.608. It shows that the correlation was on enough category. The contribution of  $X_1$  and  $X_2$  to  $Y$  simultaneously was  $R^2 \times 100\% = (0.608)^2 \times 100\% = 37\%$ , and the rest 63% was influenced by other variables.



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## B. Recommendation

Based on the conclusions of the research findings, here are the suggestions:

1. The lecturers of Writing course are recommended to seriously inform and teach part of speech and syntax simultaneously to students in the classroom interaction. Those materials hold prominent roles and are very crucial elements in writing English as an ESL/EFL writing. In fact, some students were still on fail category, while their narrative writing essay scores were on good category even, they had studied the lessons about part of speech knowledge and syntax in the classroom, however, they are not yet able to write academically in English.
2. Students are recommended to invest their time, energy, and or even extra money in order to take an English course or pay someone as to learn more and more about part of speech knowledge and syntax of English and everything related to their own English professional developments in which they are offered and covered deeply, explicitly, and specifically at the English Education Department. As a matter of fact, English Education Department was to promote students to be pre-teachers of English professionally. Meaning that students have had their own basic knowledge in producing both spoken and written communication fluently before enrolling to this department. They had known everything related to English language



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skills: listening, speaking, reading, and writing. However, in fact, students did know more about English language skills.

3. It was also recommended to the next writers since the term of writing EFL/ESL requires and involves the use of linguistic components: sounds, grammars, and vocabulary mastery, therefore, there are still many more aspects of writing and linguistics that can be investigated for further researches.



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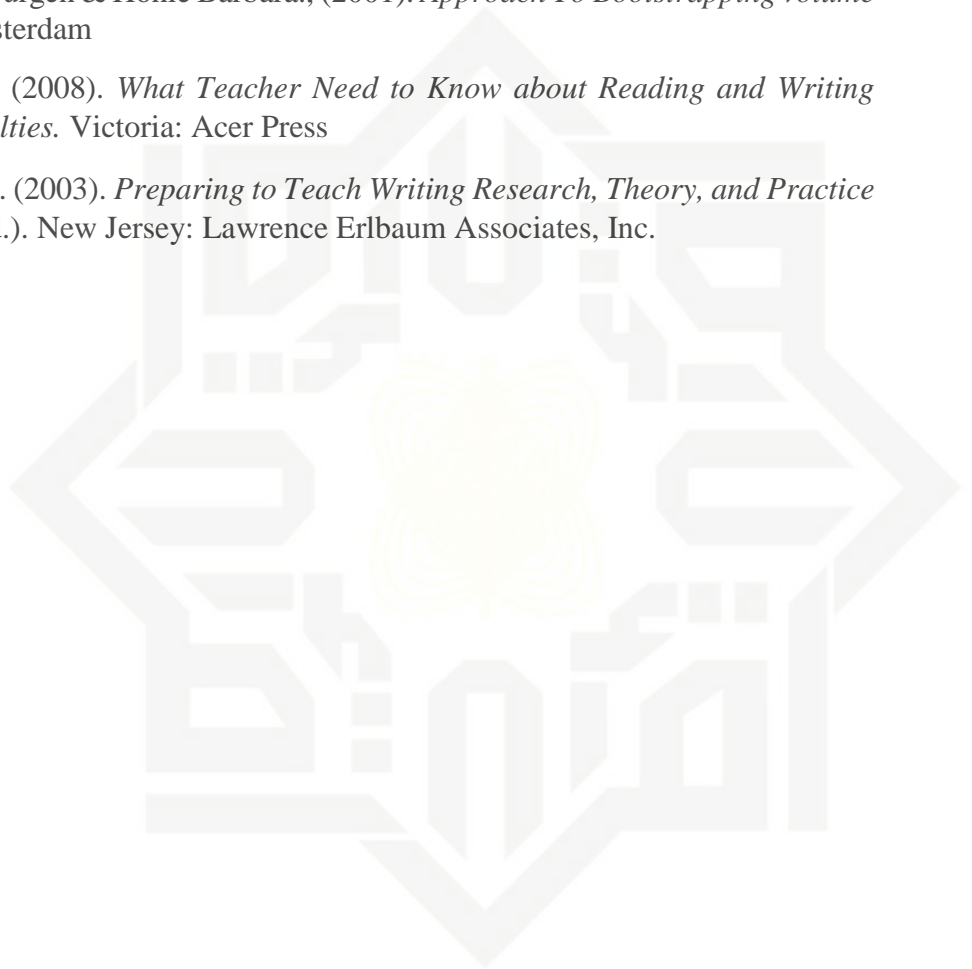
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Phone & Facs, (0761) 858832, Site : <http://uin-suska.ac.id> E-mail : [pps\\_uinsuskariou@gmail.com](mailto:pps_uinsuskariou@gmail.com)

Pekanbaru, 2 Mei 2019

Nomor : 1131/Un.04/PPs/PP.00.9/2019  
Lampir : 1 berkas  
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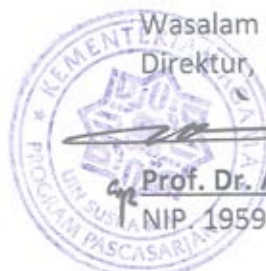
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Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Husnil Fadil Syafi'i
NIM	: 21790115691
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: The Contribution Of Part Of Speech Knowledge And Syntactical Comprehension Toward Students' Ability Of Writing Narrative Essay At The English Education Department Of UIN Suska Riau

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari Fakultas Tarbiyah Dan Keguruan UIN Suska Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam  
Direktur,



Prof. Dr. Afrizal M, MA  
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Biasa

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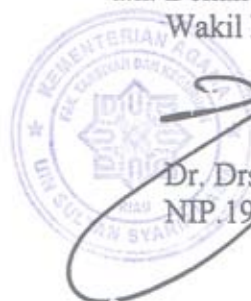
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diberikan izin untuk melaksanakan Riset dan Pengumpulan data yang  
berhubungan dengan Judul Tesisnya yaitu "The Contribution of Part of Speech  
Knowledge and Syntactical Comprehension Toward Students' Ability of Writing  
Narrative Essay At The English Education Department of UIN Suska Riau" sesuai  
dengan aturan yang berlaku.

Demikian surat ini disampaikan, atas kerjasama saudara kami ucapkan  
terimakasih.

Wassalam,  
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NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	22/10/19	Provide Instruct to each chapter		
2.	15/10/19	Add more Thesis		
3.	16/10/19	Instruction		
4.	20/10/19	Data presentation based on Raw data		
5.	5/10/19	Never present data twice		
6.	8/10/19	Approval for final Exam		

Catatan:  
\*Coret yang tidak perlu

Pekanbaru, 8/10/2019

Pembimbing I / Promotor \*

Dr. H. Promadi, MA, Ph.D

KARTU KONTROL  
KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA : HUSMI FADLI SYAFU  
 NIM : 21790115691  
 PROGRAM STUDI : Pend. Agama Islam  
 KONSENTRASI : Pend. Bahasa Inggris  
 PEMBIMBING I / PROMOTOR : Drs. H. Promadi, MA, Ph.D  
 PEMBIMBING II / CO PROMOTOR : Drs. H. Iskandar Arnel, MA, Ph.D  
 JUDUL TESIS/DISERTASI : The Contribution of Part of Speech Knowledge and Grammatical Competence toward Students' ability of Writing narrative essay at The English Education department of UIN Suska Riau.

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NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	22/10/2019	The structure of Instruments		
2.	5/10/2019	2nd & 3rd Chapters		
3.	16/10/2019	3rd Chapter: Methodology		
4.	4/9-2019	Overall technical Writing, referencing & tables		
5.	24/10-2019	Approved for final exam		
6.				

Catatan:  
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Pembimbing II / Co Promotor \*





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# LANGUAGE DEVELOPMENT CENTER

## STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

### مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكومية الاسلامية



## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Husnil Fadhli Syafii  
 ID Number : 21790115691  
 Date of Birth : August 6, 1995  
 Sex : Male  
 Test Form : Paper Based Test

Achieved the following scores on the  
**English Proficiency Test**

Listening Comprehension : 62  
 Structure & Written Expressions : 60  
 Reading Comprehension : 63  
 Overall Score : 617

Expired Date : May 12, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag  
 NIP. 19720421 200604 1 003



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 The scores and information presented in this score report are approved.  
 Address: Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004  
 HP: 0812 7144 0823 Fax: (0761) 858832  
 Email: info@pusat-bahasa.info Website: pusat-bahasa.info

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# LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

## SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Husnil Fadhli Syafii

Nomor ID : 21790115691

Jenis Kelamin : Laki-Laki

Tanggal Lahir : 06 Agustus 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

61 : الاستماع

59 : القواعد

60 : القراءة

600 : النتيجة

Berlaku Hingga : 28 September 2021



**Mahyudin Syukri, M. Ag**

The Head of Language Development Center

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

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State Islamic University of Sultan Syarif Kasim Riau

**NAMA** : HUSNUL FADHLI SYAFII  
**NIM** :  
**PROGRAM** : Pasca sarjana  
**PRODI** : PAI  
**KONSENTRASI** : PG

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24/10/2019	A comparative study of using classwide peer tutoring technique and student team achievement division in teaching reading comprehension at state senior high school 1 fuabng.		Dinda Eriska
2				
3				
4				
5	24/10/2019	English teachers activities in implementing the scientific approach of the 2013 Curriculum in teaching and learning process at SMPN 3 Kampar.		Zulhenri
6				
7				
8	24/10/2019	An analysis on grammatical errors in Descriptive paragraph written by students at Junior high school 3 mandau, Bengkalis regency.		Fajri Puteh
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Pekanbaru,  
Direktur,

20....

Prof. Dr. H. Afrizal M, MA  
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA

NIM

PROGRAM

PRODI

KONSENTRASI

: Husnil Fadhli Syarif  
:  
: Pasca Sarjana UIN suska Riau  
: Pendidikan Agama Islam  
: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 2/5/2018	The effect of using comic strips strategy on students' reading comprehension and writing ability at MTS Nurul Islam Seresam Indragiri Regency		Arif Yudianto
2				
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5	Rabu 2/05/2018	The effect of using drama on the first grade students' self esteem and their speaking ability at SMK Muhammadiyah 3 Terpadu Pekanbaru		Roslina
6				
7				
8	Rabu 2/05/2018	The influence of ICT Perception on students' listening comprehension and speaking ability at faculty of engineering in Islamic university of Riau		Cyntia Kumala Sari
9				
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Direktur,

20....

**Prof. Dr. H. Ilyas Husti, M.Ag**

NIP. 19611230 198903 1 002

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# KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

HUSNUL FADHULI SYAFELI  
21.790.11.5691  
Pasca Sarjana  
PAI  
PBI

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Hak Cipta Dilindungi Undang-Undang  
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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	22/05/18	An analysis of rhetorical acts and Bem-bit of world economic forum Isralouge 2018 - in devoi.		Tahira Dwi Sari
2	22/05/18	An analysis of the students' ability in English derivational AFFRSES.		AFifah thaharah.
3	22/05/18	The comparison between kwi and 3-2-1 strategy on students' reading comprehension at vocational high school abdurab Pekanbaru.		Agus RA.
4				
5	22/05/18	an analysis of <del>the students</del> grammatical error in writing descriptive paragraph made by students of junior high school Bengkulu regency.		Fajar.
6				
7	22/05/18	The relationship between SELF EFFICACY and motivation on students' speaking ability		rika afriantika
8				
9	22/05/18	An analysis of reading material on the quality of English text book "let's learn English" published by Bumi aksara for 2nd SMA SS		Dion Kurniawan
10				
11	22/05/18	an analysis of grammatical and lexical cohesion of reading text in 12th grade of sma - E-book entitled "Developing English competence" published by Pusat Perbukuan Dep. pendidikan nasional.		khairatun hasanah.
12				
13	22/05/18	Children character and English learning based on book "children are from heaven" by John Gray.		khambali
14				
15	22/05/18			

Pekanbaru,  
Direktur,

2018.

Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

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# KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI

## PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU

Husnul Fadhli Syafi  
2179045691  
Pasca Sarjana  
PAI  
PBI

Hak cipta milik UIN Suska Riau

Hak Cipta Diilang Undang-undang

NO. TGL/HARI

JUDUL TESIS/DISERTASI

PARAF SEKRETARIS

KET

22/05/18

Studi komplitikasi pemekaran Abdul Malik bin Abdul Karim Amrullah (Hamka) dan Sultan Syarif Kasim tentang Perspektif Pendidikan Islam.

Sugranto

22/05/18

Makna Jihad dalam perspektif Yusuf Al-Qardawi: karyan kitab Riadh Jihad

Al Fera

22/05/18

Konsep pendidikan karakter dalam al-aunan surah al-Fatchah dan relevansinya dengan Rengatan Pendidikan karakter 2013

Syari Fudlen

22/05/18

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Pekanbaru, 22/5 2018  
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

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PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Husniel Fadhil Syafii  
21.79011.0691  
Paka Sarjana  
041  
P.Ri

NO	GL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
21/05/18		hadist-hadist yang pemahamannya dipengaruhi oleh kaedah ulul Fiqah		M. Akbar
21/5/18		Al-Bau dan al-Bahr dalam al-Qur'an		Anwar
21/5/18		Tindak pidana bagi pembakar hutan perspektif hukum pidana Islam		Masrizal
21/5/18		Tinjauan keadilan pembagian warisan antara ahli waris dan penerima wasiat wajibah berdasarkan hukum Islam.		At-Ghifari
21/5/18		Ukuran naskah yang wajib diturikan suami terhadap isteri menurut imam mazhab: studi perbandingan & pendapat imam Hanafi-Syafi		Mushu

Pekanbaru,  
Direktur,

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NIP. 19611230 198903 1 002

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# KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

: HUSNIL FADHLI SYAFII  
 : 21700115691  
 : PASCASARJANA  
 : PENDIDIKAN AGAMA ISLAM  
 : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	SENIN 21-05-2018	THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY AND READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 1 KAMPAR KALTENGGAH		HELLEN NIDYA SAPUTRI
2		THE IMPLEMENTATION OF JIGSAW Model on Students' PARTICIPATION OF READING COMPREHENSION IN NARRATIVE TEXT AT SMAN 9 PEKANBARU		ATIYAH RAHMI
3		AN ANALYSIS OF SCIENTIFIC APPROACH IN 2013 CURRICULUM IN TEACHING ENGLISH AT A FOREIGN LANGUAGE (A BOOK OF RIDWAN ABULLAH SANI DILLAH)		MADE ORIANA
4		PEMBELAJARAN SAINTIFIK UNTUK IMPLEMENTASI KURIKULUM 2013)		
5		EMPARING TEACHERS' PERFORMANCE IN TEACHING ENGLISH (A STUDY ON BOOK OF		FITRIA ZAHARA
6				
7		AN ANALYSIS OF HIGHER ORDER (OP) THINKING SKILL AND LOW ORDER THINKING OF SKILL ON ENGLISH TEXTBOOK USING BLOOM TAXONOMY		MELVA MURIANTI
8		AN ERROR ANALYSIS ON THE USE OF CONJUNCTION IN FORTENECASE STUDY ON THE SIXTH SEMESTER AT ENGLISH EDUCATION PROGRAM OF STAI HUSRULATHAN PURI ACADEMIC YEAR 2017/2018		MOLDA RAFI RIYAWI
9				
10		THE AFFECTION ANALYSIS ON ENGLISH POETRY OF TENTH GRADE STUDENT		
11				
12		THE EFFECT OF USING MINDMERE DEVICE TOWARD STUDENTS' MEMORINE IN READING TEXT AT SECOND STUDENTS OF MTs THAMBIN YANHA RAMBAH HULIR		WIRDA JANNATUL JANNATI
13				
14		THE CONCEPT OF MORAL JUDGEMENT ACCORDING TO JEAN PIAET AND IT RELEVANCE TO READING COMPREHENSION (STUDY ON BOOK "THE MORAL JUDGEMENT OF THE CHILD")		NENI FITRIANI
15		THE EFFECT TRANSITION ACTION DETAIL (TAD) STRATEGY ON STUDENTS' WRITING ABILITY TO THEIR ANXIETY AT MADRASAH ISNANAWIYAH AI-MANAR PULAU RAJA		ZAKIYAH HUNA

Pekanbaru, 21 Mei 2018  
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

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 Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum mendaftar Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNUL BADHULI SYAFU  
 NIM : 21790115691  
 PROGRAM : Pasca Sarjana  
 PRODI : Pendidikan agama Islam  
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	18/03/2019	The correlation between learning style and SELF-EFFICACY on Students' speaking skill at SMK Perikanan provinsi Riau.	↓	
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3	18/03/2019	The effect of using infographic on students reading interest and students reading comprehension at SMA/MA 16 Pekanbaru.	↓	
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6	18/03/2019	The effect of using round table and digressions technique on students' writing ability at junior high school 1. Lempur Riau.	↓	
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8				
9	18/03/2019	An analysis of reading level of reading material in bahasa Inggris textbook for First grade of senior high school	↓	
10				
11				
12	18/03/2019	Investigating pragmatic competence of Apology and request. Case study at the sixth semester of Institute of Education South Tapanuli Kabary Sibermuar.	↓	
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Pekanbaru, 18 Maret 2019.  
 Direktur,

**Prof. Dr. H. Afrizal M, MA**  
 NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNIL FADH SYAFI'  
NIM : .....  
PROGRAM : .....  
PRODI : .....  
KONSENTRASI : .....

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	21 / 03 2019	The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension		M. RAMADHAN ATIF
2		of Tenth Grade at Islamic Senior High School As-Shefa Pekanbaru.		
3	21 / 03 2019	The Contribution of Part of Speech Knowledge and Syntactical Comprehension toward Students' ability of writing Narrative essay at The English Education department of UIN suska Riau		HUSNIL FADH SYAFI'
4				
5	21 / 03 2019	A Comparison between the effect of using paired Reading Method and Repeated Reading		FIRRIANI
6		Method on Students' Reading Comprehension at Vocational High school of Karsai Pekanbaru		TIARA RAMADHAN
7	21 / 03 2019	The Teacher's Error Correction of writing at Senior High School in Pekanbaru		
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Pekanbaru,  
Direktur,

20....

**Prof. Dr. H. Afrizal M, MA**  
NIP. 19591015 198903 1 001

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# KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA

HUSNIL FADHLI SYAFII

NIM

21790115691

PROGRAM


Pasca Sarjana

PRODI

PAI

KONSENTRASI

PBJ

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	26/Sept - 2019	Teachers' Perceptions of Using Mobile Phone In Teaching and Learning Process at SMAN 1 Bangkinang Kota.		Riki Aranda Saputra
2				
3				
4	26/Sept - 2019	Exploring Problems Faced by Teachers on the use of Information Communication and Technology (ICT) A Case Study of English Teachers at Islamic Boarding School in Kampar.		Fathan Huda
5				
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8	26/Sept - 2019	Exploring the Characteristics of an Effective EFL Teacher Based on Junior High School Students' and Teachers' Perceptions in Kuansing		Riki Juliana
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10				
11	26/Sept - 2019	Exploring Indonesia EFL Teachers' Motivation Teaching English: A Case Study of English Teachers.		Titik Wahyuni
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Pekanbaru,  
Direktur,

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Prof. Dr. Afrizal, M, MA  
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNIL FADHIL SYAFII  
NIM : 21.730115691  
PROGRAM : Pasca Sarjana  
PRODI : PAI  
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24/07/2019	The Comparison Between LRD and KWL Strategies on students reading comprehension at Smanr 1 Kampar Leri	1	Hellen Millya Saputri
2				
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5	24/07/2019	The effect of using interactive word walls strategy and motivation on students vocabulary mastery at SMPs Ti Husna Kampar meng.		Pitria melita
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9	24/07/2019	The effect of using word less picture Book strategy on students writing ability and motivation at State Senior high school 1 Tambakan Utara Rokan Hulu.		Sujmanah
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Pekanbaru,  
Direktur,

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**Prof. Dr. Afrizal, M, MA**  
NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : HURMIL FADHIL SYAFI  
NIM : 21790115691  
PROGRAM : Pasca sarjana  
PRODI : PAI  
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Juli 2019	The comparison between pretest obam		Hilma
2		and rally table Strategy on student's		Juwita Juri
3		Reading comprehension at vocational		
4				
5	24 Juli 2019	The effect of flash card on the students'		Churam
6		vocabulary mastery and their speaking		Rahmat Hachmar
7		ability at mts an shubun pelang tanas		
8		regency, north sumatra.		
9				
10	24 Juli 2019.	The students' activities in English club		Nisai Anshabillah
11		at university of ria case study of		
12		English club at university of raw.		
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Pekanbaru,  
Direktur,

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Prof. Dr. Afrizal, M, MA  
NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNEL FADHUL SYAFI  
NIM : 21.290115691  
PROGRAM : Pasca Sarjana  
PRODI : PAI (Pendidikan Agama Islam)  
KONSENTRASI : PSI (Pen. Bawda Inggris)

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jumat / 27-04-18	Kesehatan jiwa dalam membentuk karakter dan implementasi terhadap pendidikan Islam.		Sorina
2	Jumat / 27-04-18	Pendidikan karakter Islam berbasis nilai-nilai kearifan (ilmu) masyarakat Riau.		Eri
3	Jumat / 27-04-18	nilai-nilai pendidikan Islam dalam novel Tauhid karya habiburrahman el-cheiry.		Peri Patricia
4	Jumat / 27-04-18	konsep pengajaran iman dan Islam sebagai pemertuk kepribadian Islam		Friscum Tri Oktari
5		dan rekanradinga dalam pendidikan agama Islam (Studi Pemikiran ghazali)		
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru,  
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

NB : Kartu ini dibawa setiap kali mengikuti Seminar  
Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

- Hak Cipta Dilindungi Undang-Undang
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## ESL COMPOSITION PROFILE

STUDENT :

DATE :

TOPIC :

SCORE	LEVEL: CRITERIA	COMMENTS
20-27	<b>EXCELENT TO VERY GOOD:</b> knowledge • substantive • thorough development of thesis • relevant to assigned topic	
16-22	<b>GOOD TO AVERAGE:</b> some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
11-17	<b>FAIR TO POOR:</b> limited knowledge of subject • little substance • inadequate development of topic	
6-13	<b>VERY POOR:</b> does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
20-18	<b>EXCELENT TO VERY GOOD:</b> fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
13-10	<b>FAIR TO POOR:</b> non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
9-7	<b>VERY POOR:</b> does not communicate • no organization • OR not enough to evaluate	
20-18	<b>EXCELENT TO VERY GOOD:</b> sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register	
17-14	<b>GOOD TO AVERAGE:</b> adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>	
13-10	<b>FAIR TO POOR:</b> limited range • frequent errors of word/ idiom form, choice usage • <i>meaning confused or obscured</i>	
9-7	<b>VERY POOR:</b> essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
25-22	<b>EXCELENT TO VERY GOOD:</b> effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions	
21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
17-11	<b>FAIR TO POOR:</b> major problems in simple/ complex construction • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
5	<b>EXCELENT TO VERY GOOD:</b> demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing • poor hand writing • <i>meaning confused or obscured</i>	
2	<b>VERY POOR:</b> no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE :

READER :

COMMENTS :

2. Ditaring mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.





Choose the Correct Answer A B C or D Below.

1. The old man usually walks around the garden

- A. compound
- B. complex
- C. simple
- D. complex-compound

2. I will wait for Lucy until she comes.

- A. compound
- B. complex
- C. simple
- D. complex-compound

3. I think I will buy the green bag, or I will borrow yours.

- A. compound
- B. complex
- C. complex-compound
- D. simple

4. Because you were late, we could not watch the movie from the beginning; and I need to re-watch it again.

- A. compound
- B. complex
- C. complex-compound
- D. simple

5. The visitors have gone away

- A. compound
- B. complex
- C. complex-compound
- D. simple

6. I will not give up until I achieve my goal.

- A. compound
- B. complex-compound
- C. complex
- D. simple

Hak Cipta Dilindungi Undang-Undang

1. Di larang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Di larang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



7. She wants to watch at the cinema, but she is too afraid to drive alone.

- A. simple
- B. complex-compound
- C. complex
- D. compound

8. I do not like the cookies that she bakes, but I still eat it.

- A. simple
- B. complex-compound
- C. complex
- D. compound

9. My mom sells her dress with low price.

- A. simple
- B. complex-compound
- C. complex
- D. compound

10. Before you apologize, I will not forgive you.

- A. complex
- B. complex-compound
- C. simple
- D. compound

11. It is the largest market in the world and you can find anything here.

- A. compound
- B. complex-compound
- C. complex
- D. simple

12. The computer that is broken, needs to be repaired, but I do not have enough money.

- A. complex-compound
- B. compound
- C. complex
- D. simple

13. They have eaten all the bread.

- A. complex-compound
- B. compound
- C. complex
- D. simple

Hak Cipta Dilindungi Undang-Undang.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





14. Since I was older than you, you need to respect me

- A. complex-compound
- B. compound
- C. simple
- D. complex

15. I love cats, for they are clean and funny.

- A. complex-compound
- B. compound
- C. simple
- D. complex

16. The weather is nice, but we still cannot go to the beach because my father is sick.

- A. complex
- B. compound
- C. simple
- D. complex-compound

17. My mom sells her dress with low price.

- A. complex
- B. simple
- C. compound
- D. complex-compound

18. Before the sun sets, I will be at home.

- A. complex
- B. simple
- C. compound
- D. complex-compound

19. There was a light, but I couldn't see her.

- A. complex
- B. simple
- C. compound
- D. complex-compound

20. Susi, who is a beautiful girl, comes from a wealthy family, but she still lives a simple life.

- A. complex-compound
- B. compound
- C. simple
- D. complex

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Choose A B C or D that Best  
Completes the Sentence Below.

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
c. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Indonesia consists of thousand \_\_\_\_\_

- a. Island
- b. Islated
- c. Islandes
- d. Islands

2. My uncle \_\_\_\_\_ a newspaper every morning.

- A. Red
- B. Reading
- C. Reads
- D. Read

3. Refugee migration is at \_\_\_\_\_ worldwide.

- A. An all-time high
- B. The all time high
- C. All times high
- D. The high all-time

4. The bodies of living creatures are organized into many different systems, each of which has \_\_\_\_\_ function.

- A. Certainly
- B. A certain
- C. It is certainly
- D. To be certain

5. The word was \_\_\_\_\_ spelt.

- A. Correct
- B. Correcter
- C. Correctly
- D. Corrects

6. The cat is sleeping \_\_\_\_\_ the table.

- A. Up
- B. Under

- C. down
- D. With

7. He apologized \_\_\_\_\_ his bad behavior.

- A. Because
- B. And
- C. So
- D. For

8. The little girl is taking care of the cat with \_\_\_\_\_.

- A. Patient
- B. Patience
- C. Patiently
- D. Patients

9. The environmental group hopes \_\_\_\_\_ the forest to its original condition by the end of the decade.

- A. To restore
- B. Having restored
- C. To be restored
- D. To have been restored

10. My father works as \_\_\_\_\_ engineer.

- A. A
- B. The
- C. An
- D. of

11. \_\_\_\_\_ discussion of group personality would be complete without a consideration of national character.

- A. None
- B. Not
- C. No
- D. Nothing

UIN SUSKA RIAU



12. He started to dress \_\_\_\_ at work.

- A. Neat
- B. More neatly
- C. Neater
- D. Nears

13. You should be pleased \_\_\_\_ the results.

- A. For
- B. Over
- C. With
- D. To

14. \_\_\_\_ the bad weather, he still chooses to go by air plane.

- A. Although
- B. However
- C. Despite
- D. While

15. \_\_\_\_ angles of any triangle always add up to 180 degrees.

- A. If three
- B. The three
- C. Three of
- D. Three are

16. The new employees are furious \_\_\_\_ the news about their delaying salary.

- A. Receiving
- B. Received
- C. To receive
- D. Receive

17. I will show you \_\_\_\_ reason why I am so excited.

- A. The
- B. An
- C. A
- D. Of

18. The \_\_\_\_ train to London takes less than an hour.

- A. Fast
- B. Fastly
- C. Fastest
- D. Fastness

19. Of all my employees, Sarah follows my instructions \_\_\_\_

- A. More obediently
- B. The most obediently
- C. Obediently
- D. Obedient

20. It was sunny all \_\_\_\_ the summer months.

- A. Between
- B. Round
- C. Through
- D. With

21. \_\_\_\_ the global economy crisis, many labors lost their job.

- A. Because of
- B. Because
- C. Despite
- D. In spite of

22. My mango tree has many \_\_\_\_

- A. Branch
- B. Branches
- C. Branchs
- D. Branched

23. They \_\_\_\_ people to enter and work in the country last year.

- A. Permit
- B. Permitted
- C. Permitted
- D. Permitte

- Hak Cipta Dilindungi Undang-Undang
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24. \_\_\_\_ weather of today is quite unpredictable.

- A. Of
- B. The
- C. An
- D. A

25. She likes everything \_\_\_\_ and tidy.

- A. Neatly
- B. Neater
- C. Neat
- D. Neath

26. She acted very \_\_\_\_ when hearing tornado sirens.

- A. Calm
- B. Calnier
- C. Calmly
- D. Calmness

27. The bus stops just \_\_\_\_ the traffic lights.

- A. To
- B. Down
- C. With
- D. Before

28. It is generally considered unwise to give a child \_\_\_\_ he or she wants.

- A. That
- B. Whatever that
- C. Whatever is it
- D. Whatever

29. My mother has \_\_\_\_ in her kitchen that are sharp.

- A. Knife
- B. Knife
- C. Knives
- D. Knifes

30. We decided to stay home because Sita wasn't very keen on \_\_\_\_ out in the rain.

- A. Go
- B. Goes
- C. Went
- D. Going

31. My mother has \_\_\_\_ terrible headache.

- A. Of
- B. The
- C. An
- D. A

32. The poison took \_\_\_\_ effect.

- A. Instant
- B. Instantly
- C. Instance
- D. Instantaneously

33. Flying fish can't swim \_\_\_\_ sailfish.

- A. fast
- B. As fast as
- C. Faster
- D. Fastly

34. The shares have risen \_\_\_\_ six euros each.

- A. At
- B. To
- C. Up
- D. Before

35. The play performed by Theater EMWE was good, \_\_\_\_ it could have been improved by adding the sound effects.

- A. Thus
- B. And
- C. But
- D. Or

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## WRITING NARRATIVE PARAGRAPHS

### Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in Writing subject.
3. Thank you for your participation in doing this test.

### Instruction:

1. Write down your name and class on the provided answer sheet!
2. Choose one of the interesting topics below:
  - a. Lake Toba
  - b. Malin Kundang
  - c. Tangkuban Perahu
  - d. Free choice
3. Write a narrative essay on the topic you have chosen among the three topics provided



# ANSWER SHEET

NAME: Annisa Urrosyidah  
CLASS: 42

21 = 60

NO	A	B	C	D
1	A	B	C	<del>D</del>
2	A	B	<del>C</del>	D
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	<del>A</del>	B	C	D
6	A	<del>B</del>	C	D
7	A	B	C	<del>D</del>
8	A	<del>B</del>	C	D
9	<del>A</del>	B	C	D
10	A	<del>B</del>	C	D
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	A	B	C	<del>D</del>
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D
16	A	B	<del>C</del>	D
17	<del>A</del>	B	C	D
18	<del>A</del>	B	C	D

NO	A	B	C	D
19	A	B	<del>C</del>	D
20	A	B	<del>C</del>	D
21	<del>A</del>	B	C	D
22	A	<del>B</del>	C	D
23	A	B	<del>C</del>	D
24	A	<del>B</del>	C	D
25	A	B	<del>C</del>	D
26	<del>A</del>	B	C	D
27	A	B	C	<del>D</del>
28	<del>A</del>	B	C	D
29	A	<del>B</del>	C	D
30	A	B	<del>C</del>	D
31	A	<del>B</del>	C	D
32	A	<del>B</del>	C	D
33	A	<del>B</del>	C	D
34	<del>A</del>	B	C	D
35	A	B	<del>C</del>	D

UIN SUSKA RIAU



# ANSWER SHEET

NAME: MUHAMMAD KHSAN AL HAFIZ  
 CLASS: PSI IV.E

30 = 86

NO	A	B	C	D
1	A	B	C	<del>D</del>
2	A	B	<del>C</del>	D
3	A	<del>B</del>	C	D
4	A	<del>B</del>	C	D
5	A	B	<del>C</del>	D
6	A	<del>B</del>	C	D
7	A	B	C	<del>D</del>
8	A	<del>B</del>	C	D
9	<del>A</del>	B	C	D
10	A	B	<del>C</del>	D
11	A	B	<del>C</del>	D
12	A	<del>B</del>	C	D
13	<del>A</del>	B	C	D
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D
16	A	B	<del>C</del>	D
17	<del>A</del>	B	C	D
18	A	B	<del>C</del>	D

NO	A	B	C	D
19	<del>A</del>	B	C	D
20	A	B	<del>C</del>	D
21	<del>A</del>	B	C	D
22	A	<del>B</del>	C	D
23	A	B	<del>C</del>	D
24	A	<del>B</del>	C	D
25	A	B	<del>C</del>	D
26	<del>A</del>	B	C	D
27	A	B	<del>C</del>	D
28	A	B	C	<del>D</del>
29	A	B	<del>C</del>	D
30	A	B	<del>C</del>	D
31	<del>A</del>	B	C	D
32	<del>A</del>	B	C	D
33	A	<del>B</del>	C	D
34	A	<del>B</del>	C	D
35	A	B	<del>C</del>	D

UIN SUSKA RIAU





# ANSWER SHEET

NAME: AMUL PRAYUDA

CLASS: AE

26 = 75

NO	A	B	C	D
1	A	B	C	<del>D</del>
2	A	B	<del>C</del>	D
3	A	<del>B</del>	C	D
4	A	<del>B</del>	C	D
5	<del>A</del>	B	C	D
6	A	<del>B</del>	C	D
7	<del>A</del>	B	C	D
8	A	<del>B</del>	C	D
9	<del>A</del>	B	C	D
10	A	B	<del>C</del>	D
11	A	B	<del>C</del>	D
12	A	<del>B</del>	C	D
13	<del>A</del>	B	C	D
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D
16	A	B	<del>C</del>	D
17	<del>A</del>	B	C	D
18	A	B	<del>C</del>	D

NO	A	B	C	D
19	<del>A</del>	B	C	D
20	A	<del>B</del>	C	D
21	<del>A</del>	B	C	D
22	A	<del>B</del>	C	D
23	A	B	<del>C</del>	D
24	A	<del>B</del>	C	D
25	A	B	<del>C</del>	D
26	<del>A</del>	B	C	D
27	A	B	<del>C</del>	D
28	A	B	C	<del>D</del>
29	A	B	<del>C</del>	D
30	A	B	C	D
31	A	<del>B</del>	C	D
32	<del>A</del>	B	C	D
33	A	<del>B</del>	C	D
34	A	<del>B</del>	C	D
35	A	B	<del>C</del>	D

UIN SUSKA RIAU





# ANSWER SHEET

NAME: *Muhammad Amis*

CLASS: *11*

*16 = 80*

1. Diarangi mengutip sebagian atau seluruh karya tulis tanpa mencantumkan dan menyebutkan sumber:  
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 b. mengutip tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau

NO	A	B	C	D
1	A	B	<del>C</del>	D
2	<del>A</del>	B	<del>C</del>	D
3	<del>A</del>	B	<del>C</del>	D
4	A	B	<del>C</del>	D
5	A	B	C	<del>D</del>
6	<del>A</del>	B	C	D
7	A	B	C	<del>D</del>
8	A	<del>B</del>	C	D
9	<del>A</del>	B	C	D
10	<del>A</del>	B	C	D

NO	A	B	C	D
11	<del>A</del>	B	C	D
12	<del>A</del>	B	C	D
13	A	B	C	<del>D</del>
14	A	B	C	<del>D</del>
15	A	B	C	<del>D</del>
16	A	<del>B</del>	C	D
17	A	<del>B</del>	C	D
18	<del>A</del>	B	C	D
19	A	B	<del>C</del>	D
20	<del>A</del>	B	C	D

UIN SUSKA RIAU



# ANSWER SHEET

NAME: Yessi Haimi  
 CLASS: 21 A

12 = 60

NO	A	B	C	D
1	A	B	<del>C</del>	D
2	A	B	<del>C</del>	D
3	A	<del>B</del>	C	D
4	A	B	<del>C</del>	D
5	A	B	C	<del>D</del>
6	A	B	C	<del>D</del>
7	A	B	<del>C</del>	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
10	A	B	C	<del>D</del>

NO	A	B	C	D
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	A	B	C	<del>D</del>
14	A	B	C	<del>D</del>
15	A	B	<del>C</del>	D
16	A	B	C	<del>D</del>
17	A	<del>B</del>	C	D
18	A	B	<del>C</del>	D
19	A	B	<del>C</del>	D
20	<del>A</del>	B	C	D



# ANSWER SHEET

NAME: Cleofatra Utami  
CLASS: 4A

11-55

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State Islamic University of Sultan Syarif Kasim Riau

NO	A	B	C	D
1	A	B	<del>C</del>	D
2	A	B	<del>C</del>	D
3	A	<del>B</del>	C	D
4	A	B	<del>C</del>	D
5	A	B	<del>C</del>	<del>D</del>
6	A	B	C	<del>D</del>
7	A	B	<del>C</del>	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
10	A	B	C	<del>D</del>

NO	A	B	C	D
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	A	B	C	<del>D</del>
14	A	B	C	<del>D</del>
15	A	B	<del>C</del>	D
16	A	B	C	<del>D</del>
17	A	<del>B</del>	C	D
18	A	B	<del>C</del>	D
19	A	B	<del>C</del>	D
20	<del>A</del>	B	C	D

UIN SUSKA RIAU





NAME: LAURA ANJANI LUGIS

CLASS: 4E

LAKE TOBA ~

Once upon a time, There ~~are~~ <sup>lived</sup> a family in North Sumatera. The main character was a man. He lived in a simple house in a farming field. He is really like ~~to~~ fishing. He did fishing for his daily life. One day, while the man was ~~do~~ fishing, he caught a big golden fish in his trap.

And one day, the fish that he caught turned into a beautiful princess. Because she was so beautiful the man felt in love with her. Day by day they lived together and it ~~makes~~ <sup>made</sup> the man want to marry her. When he proposed to the beautiful fish, she ~~have~~ <sup>had</sup> one condition. ~~It was~~ <sup>First</sup> the man ~~must~~ <sup>had to</sup> promise not to tell anyone about the secret that she was a fish, otherwise there ~~will be~~ <sup>ed</sup> a big disaster. And the man accept it and they got married.

A few years later, his wife told her son named Samosir to bring lunch for his father. But in the middle of his way, he was so hungry and he ate his father's lunch. When he arrived at his father's work place, his father was so angry because he ~~found~~ <sup>was</sup> that the box meal was empty. Because his father ~~was~~ <sup>very</sup> angry at the time he curse his own son and say bad things and yelled at his son's face that he was a bad son of fish. And because Toba, the named of the father, broke the promise that he made with his wife ~~to~~ <sup>to</sup> not tell anyone.

Then, the son ran home and ~~tell~~ <sup>told</sup> what his father just ~~said~~ <sup>said</sup>, and his mother ~~crying~~ <sup>cried</sup>, and she told his son to climb the hills because a huge disaster was about to come. And his mother prayed and soon there was a big earthquake followed by non stop pouring rain. The whole ~~are~~ <sup>are</sup> got flooded and became Lake Toba. And after that incident his wife turned into fish again, and his father Toba ~~was~~ <sup>was</sup> died. And then because ~~of~~ <sup>of</sup> a big

2. Diarangkang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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earthquake the land <sup>became</sup> becomes a lake. And the lake <sup>is</sup> ~~was~~ known as lake Toba, and in <sup>the</sup> lake bank <sup>is</sup> ~~was~~ known as Samosir.

The End.

Cont = 28  
 org = 18  
 Vol = 18  
 lang = 22  
 Mechs = 5





NAME: DESTA WULANDARI

CLASS: PBE IVE

## "MALIN KUNDANG"

Once upon a time, there was a poor family <sup>that</sup> lived in the village. The village was in Sumatera. They ~~are~~ <sup>were</sup> a mother and her son. Because they lived in a poor condition, the son that his name was Malin Kundang decided to go to the city.

He wanted to go to the city because he wanted to change their life. Before going to the city, he asked permit to his mother, but his mother did not allow him to go. Several days to come, he still went to the city without his mother permission.

When he arrived in the city, he met someone who was so rich in that city. That man asked Malin Kundang to be a worker in his home. Day by day, Malin Kundang had worked with a rich man. A rich man had a daughter that was very beautiful. Long by long, Malin Kundang was falling in love with her. Finally, they got married and ~~her~~ his mother did not know their marriage.

After getting married, his wife asked him to have a honey moon. They went to the Malin Kundang's Village. Malin Kundang's mother got the information that her son already came back. His mother was so excited and waiting him in the port. A few hours later, Malin Kundang finally arrived in his village. His mother called him but Malin Kundang did not respon his mother. She was so dissappointed and she cursed him to be a stone.

Cont : 2p

orga : 16

Voz : 17

Lang : 18

Mech : 4





NAME:

TRI ASMAWATI

CLASS:

4E

\* Timun Mas. \*

long time ago, there was a family but ~~do~~ they did not have a son. The old man and old woman hoped that they would have a son. They ~~was~~ <sup>were</sup> sad because they did not know ~~who~~ <sup>who</sup> ~~will~~ <sup>would</sup> save them in the old time.

Sometimes, a giant gave them seeds of cucumber. The giant promised that they ~~will~~ <sup>would</sup> get a baby from the seeds. When they moved at home, they planted the seeds behind their home. After a few days, ~~but~~ they heard a baby sound ~~at~~ behind their home. And they searched that sound, and they found in the one of the cucumbers. They ~~was~~ <sup>were</sup> interested ~~to~~ <sup>in</sup> cutting the cucumber. After they cut the cucumber, they saw a daughter in the cucumber.

A few days, the giant came to their home and said that ~~he~~ <sup>he</sup> ~~will~~ <sup>would</sup> take their baby ~~from~~ <sup>for</sup> ~~to~~ <sup>two</sup> years again. When the baby was two years, the giant came to take their baby but they asked ~~to~~ the giant to ~~give~~ <sup>give</sup> a moment until their baby was 17 years.

The baby grow ~~to~~ <sup>and</sup> become a beautiful girl and her name ~~is~~ <sup>was</sup> Timun mas. But her parents felt scared. When Timun mas was 17 years, the giant came to their home and wanted to take Timun mas. But her parents ~~said to~~ <sup>said</sup> that she should run from the home. Timun mas went to the jungle, ~~with~~ <sup>by</sup> bringing some salt, needles and sand. The giant ~~known~~ <sup>knew</sup> that Timun mas went to ~~the~~ <sup>the</sup> jungle and the giant also run to the jungle.

Timun mas ~~throw~~ <sup>threw</sup> the salt, needles and sand to the giant. Until the giant can not stand up again.

Cont : 27

org : 18

Voc : 16

Lang : 20

moch : 4